REPUBLIC OF TRINIDAD AND TOBAGO

MINISTRY OF EDUCATION

PRIMARY SCHOOL CURRICULUM

CURRICULUM GUIDES

STANDARD 3

Curriculum Planning and Development Division
2013

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

Table of Contents

Agricultural Science 4

English Language Arts 10

Mathematics 59

Physical Education 100

Science 107

Social Studies 118

Spanish 128

Visual and Performing Arts 136

Values, Character and Citizenship Education 145

Primary School Curriculum

Agricultural Science

Standard 3

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 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
1.1.1 Explore the use of appropriate agricultural technologies to rear one class of animals (for example: rabbits, poultry).	1.2.1 Demonstrate the use of appropriate agricultural technologies to rear one class of animals.	1.3.1 Appreciate the value of agricultural technologies in animal rearing. 1.3.2 Work in a safe manner. 1.3.3 Enjoy rearing animals. 1.3.4 Demonstrate responsibility in caring for animals. 1.3.5 Nurture animals.	1a. Demonstrate the use of appropriate technologies in the rearing of one class of animals. 1b. Appreciate the value of agricultural technology in animal rearing. 1c. Enjoy nurturing animals while working in a safe and responsible manner.	• Justify the use of agricultural technologies in the rearing of a class of farm animals, by providing at least two explanations for them (1.1.1) • Demonstrate the use of a minimum of one agricultural technology to rear one class of farm animals (1.2.1) • Write one paragraph stating what life would be like without a chosen agro-technology (1.3.1) • Demonstrate safety, responsibility and enjoyment while nurturing an animal (1.3.2, 1.3.3.1.3.4, 1.3.5)
2.1.1 Explore the use of appropriate agricultural technologies to grow plants.	2.2.1 Grow plants using an appropriate agricultural technology, for example: controlled environment/ protected	2.3.1 Appreciate the value of agricultural technologies in growing plants. 2.3.2 Enjoy growing plants.	2a. Explore plant agro-technologies and grow plants using an appropriate one. 2b. Value plant agro-technology.	• Research the use of a minimum of three selected agricultural technologies - controlled agriculture, SWGB technology and hydroponics – using ICT, links from Web Quest or any other media (2.1.1)

AGRICULTURAL SCIENCE: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	agriculture, hydroponics, Self-Watering Grow Box (SWGB).	2.3.3 Work in a safe manner. 2.3.4 Demonstrate responsibility in caring for plants. 2.3.5 Nurture plants.	2c. Enjoy nurturing plants while working safely and responsibly.	• Illustrate evidence of having grown plants using a selected technology (2.2.1) • State at least two advantages of employing a chosen agro-technology (2.3.1) • Display responsible behaviours, safety practices and enjoyment while nurturing plants (2.3.2, 2.3.3, 2.3.4. 2.3.5)

AGRICULTURAL SCIENCE: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
3.1.1 Explore how local dishes from various Caribbean islands can enhance food tourism.	3.2.1 Create promotional material to market food tourism. 3.2.2 Make appropriate dishes to celebrate an island festival. 3.2.3 Sample a variety of Caribbean cuisines.	3.3.1 Appreciate Caribbean diversity through food. 3.3.2 Enjoy making Caribbean dishes. 3.3.3 Savour Caribbean cuisine.	3a. Explore how local Caribbean foods enhance tourism. 3b. Create promotional materials to market food tourism. 3c. Appreciate Caribbean diversity through the enjoyment of making and savouring food.	• Relate how the local cuisine of Caribbean islands enhances visitor arrivals (3.1.1) • Create promotional material, using at least one form of media, to promote food tourism (3.2.1) • Make an appropriate dish to celebrate an island festival (3.2.2) • Comment on the aroma of a variety of Caribbean cuisines (3.2.3) • Create an appreciation of Caribbean diversity through food, using one form of media (3.3.1) • Enjoy making and describing Caribbean dishes (3.3.2, 3.3.3)

Primary School Curriculum

English Language Arts

Standard 3

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.

DRAFT

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.

DRAFT

ORGANIZATIONAL STRUCTURE OF THE ENGLISH LANGUAGE ARTS CURRICULUM

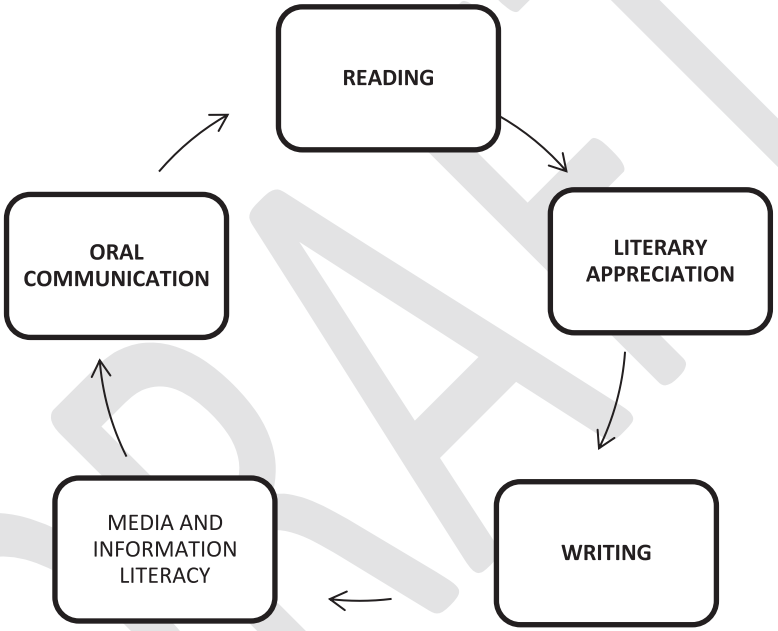


Fig. 1

DRAFT

Oral Communication

Well-developed listening and speaking skills enable students to communicate their ideas, feelings and experiences effectively. As a result, learners who engage in class discussions, using both Creole English and Standard English, are more in control of and involved in their own learning. Through oral communication instruction and opportunities for interaction, young learners also develop sensitivity to and respect for others and their opinions - two qualities that make for a more humane society. Students also need opportunities to engage in critical listening and thinking. This support gives them the opportunity to question what they are learning and ask for clarification to enhance their learning. Students must be supported to ask good questions, to identify problems in thinking as they attempt to learn, and be able to correct problems they encounter. In this way, they will be better prepared for the world they live in and for their future. Additionally, through the mastering of verbal and non-verbal communication skills, students will have opportunities to communicate, understand, interpret and evaluate information.

Reading

Reading empowers learners, boosts their self-esteem and is critical to successful learning at school. During the early years, oral language development and reading development are tightly linked. As students continue to progress, their acquisition of reading skills is complemented and supported by the development of other literacy skills of writing, speaking and listening. All students will learn to read if systematic and explicit reading instruction is inherent within an enriching literary environment. Reading is developmental and students progress through the different stages at individual rates; such differences must be respected and catered to. Learners whose first language is English Creole may need additional support to build their oral English language skills as they learn to read books in Standard English. Reading materials that are culturally relevant and age-appropriate will stimulate learners' interests. Helping students connect what they read to their own experiences and background knowledge will support and enhance their reading efforts. The intention is for all students to become literate and be able to understand and process oral, written, electronic and multimedia texts. Consequently, the ultimate goals of the reading programme are: to help students become strategic and critical readers, to empower them to achieve independence in reading and to use literacy as a tool for life-long learning.

DRAFT

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.

DRAFT

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

DRAFT

. GENERAL OUTCOMES FOR STANDARD THREE

ORAL COMMUNICATION

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

READING

- Display proficiency in using relevant decoding and word- analysis skills to decode multi-syllabic words when reading and spelling.
- 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

- Analyse elements of stories and poems.
- Respond with delight to literature through language.

DRAFT

WRITING

- Apply knowledge of the rules of punctuation and capitalization.
- Demonstrate knowledge of a variety of sentence types.
- Demonstrate knowledge of two types of sentence structures in writing.
- Demonstrate knowledge about the different parts of speech in sentences.
- Demonstrate knowledge of the relationship between subject and verb agreement.
- Demonstrate an understanding of sentence analysis.
- Demonstrate the ability to create simple stories using the process approach to writing.
- Demonstrate knowledge of simple report writing using the process approach to writing.
- Demonstrate an understanding of reflective writing.
- Demonstrate knowledge of spelling rules.
- Understand the appropriate use of the different types of vocabulary in context.
- Demonstrate an understanding of common prefixes and suffixes in writing.
- Develop explicit, conscious understanding of the differences between English Creole and Standard English in writing.

MEDIA AND INFORMATION LITERACY

- Display an understanding of a variety of media texts.
- Begin to respond critically to electronic/digital media texts.
- Identify selected media forms and explain what techniques are used to create meaning and influence audience behaviour and thinking.
- Create a variety of media texts for different purposes and audiences.
- Reflect on and identify their strengths as media interpreters and creators.

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Oral Communication 1.1.1 Know ways of interacting with a range of audio/audio-visual aesthetic stimuli for enjoyment. 1.1.2 Know skills of oral expression applicable to level.	1.2.1 Use imagination, experiences and listening skills to enjoy and connect to aural, aesthetic materials. 1.2.2 Perform recitation, choral speaking and scenarios/skits with attention to pronunciation and enunciation. 1.2.3 Articulate emotional and intellectual responses to a variety of audio/audio-visual stimuli, including literary texts. 1.2.4 Evaluate personal connections with Literature (characters, experiences and main message[s]).	1.3.1 Be appreciative, critical, creative and expressive communicators. 1.3.2 Be comfortable to speak to and perform for an audience.	1. Apply appropriate appreciative and discriminative listening and speaking skills.	1. • Perform recitals, choral speaking pieces, and scenarios and complex action songs as personally interpreted [1.2.2, 1.2.3, 1.2.4]. • Express self through creative dance movement for specific pieces of music heard [1.2.1, 1.2.2, 1.3.1]. • Recite poems with a sense of rhythm and with the required articulation, intonation and expression [1.1.2,

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				1.2.1]. • give positive attention to the work of peers [1.1.1, 1.3.1, 1.3.2]
2.1.1 Know strategies to aid comprehension at the pre-listening, during-listening and post-listening stages. 2.1.2 Know how to use the "5Ws+H" to gain meaning from audio/audio-visual texts.	2.1.1 Employ taught strategies to assist in making meaning: • pre-listening: purpose for listening, expectations at end of activity. • during-listening: self-questioning - if expectations are being met, note taking. • post-listening: self-question to determine if expectations were met, oral responses to the aural stimuli. 2.2.2 Discuss the message of aural texts by asking and answering "5Ws+H"' questions to make meaning: • Main idea • Supporting details		2. Demonstrate level-appropriate listening skills and speaking conventions when communicating.	2. • Use listening strategies to help make meaning during and after listening to a selection [2.1.1, 2.2.1]. • Use the "5Ws+H" and simple graphic organizers to help gain and express meaning from texts [2.1.2, 2.2.2] • Answer four literal, two inferential and one evaluative

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	• Simple summary statement			questions about texts[2.1.2, 2.2.2] • Give one main idea from simple audio-visual texts and three to five supporting details [2.2.2]. Articulate a summary statement for audio-visual texts presented [2.2.2].
3.1.1 Know how to use strategies that assist in simultaneous listening and analysing activities and expressing valid points of view. 3.1.2 Know that strengths and weaknesses exist in messages.	3.2.1 Take notes after listening. 3.2.2 Ask pertinent questions to create meaning. 3.2.3 Highlight important points relevant to a given topic. 3.2.4 Present alternative points of view. 3.2.5 Discuss varying points of view	3.3.1 Be critical listeners. 3.3.2 Be polite in expressing different points of view. 3.3.3 Be tolerant of others' points of view.	3. Demonstrate the ability to use strategies to evaluate different messages received.	3. • Take notes relevant to the topic given highlighting important points. [3.1.1, 3.2.1, 3.2.3, 3.3.1]. • Question what is heard, make value judgments as it relates to self, and form opinions

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
3.1.3 Know that a message should be analysed before its acceptance.	E.g. use of graphic organizers. 3.2.6 Identify and assess words and phrases in messages which are used for persuasion and facts and opinions: a) Advertisements b) Arguments/Argumentation 3.2.7 Ask questions to assess the reliability of claims or arguments made. 3.2.8 Make judgments of what is heard by assessing the message's strengths and weaknesses. 3.2.9 Form opinions about what is heard and how it is said, to prove or disprove.	3.3.4 Be competent analysers of messages.		[3.2.2, 3.2.8, 3.2.9, 3.3.4] • Express a different point-of-view with politeness [3.3.2, 3.3.3]. • Discuss varying points of view [3.2.5, 3.2.7]. Identify and assess the choice and suitability of words used for persuasion, fact and opinion in: • advertisements • debates • presentations [3.2.6, 3.3.4].
4.1.1 Know appropriate listening and speaking behaviours.	4.2.1 Follow and provide relatively complex directions and instructions. 4.2.2 Use appropriate verbal and non-	4.3.1 Be courteous when interacting with others.	4. Demonstrate an understanding and appreciation	4. • Follow and provide complex instructions and

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
4.1.2 Basic and applicable contrastive analysis of English Creole and Standard English. 4.1.3 Know the basic conditions and criteria necessary to code-switch between English Creole and Standard English. ***See writing strand for sentence structures at this level.***	verbal language features to communicate effectively. 4.2.3 Use high-frequency and content-specific words to create and express meaning. 4.2.5 Engage in conversations and other formal interactions using Standard English. 4.2.6 Speak with attention to Standard English pronunciation. 4.2.7 Distinguish between English Creole and Standard English languages based on phonology (sounds), morphology (grammar) and syntax (arrangement of words). 4.2.8 Code-switch between Creole and Standard English based on purpose, audience and topic.	4.3.2Be confident and competent speakers and performers. 4.3.3. Be confident in using Standard English. 4.3.4 Be willing and comfortable to speak to different audiences. 4.3.5 Be proud of English Creole as a legitimate language.	of English Creole and Standard English. 5. Communicate orally in Standard English	directions in Standard English [4.11, 4.2.1, 4.2.3]. • 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] 5. 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].

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
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 Read in isolation, and in context, high-frequency words appropriate to grade level. 5.2.3 Associate sounds with phonograms e.g. –ble,-cle, -ture, -ciam, -ic, -ick in isolation and in context. 5.2.4 Use knowledge of phonics combined with other word-attack strategies such as knowledge of morphemic word families, spelling generalizations, and letter combinations including double letters to decode new words. 5.2.5 Apply knowledge of phonological awareness and phonics to decode words e.g. long vowel patterns in multi-syllabic words, consonant	5.3.1 Be proficient readers. 5.3.2 Be proud of their accomplishments in applying phonic skills to new contexts. 5.3.3 Be cooperative in assisting peers.	6. Demonstrate proficiency in using decoding and word analysis skills to fluently read and monitor meaning from level-appropriate texts.	6. • Select appropriate phonic skills to decode multi-syllabic words to read literary texts [5.1, 5.2.1, 5.2.2, 5.2.3, 5.2.4, 5.2.5, 5.2.6, 5.2.7, 5.2.8, 5.3.1, 5.3.2, 7.2.1] • Select and apply appropriate word analysis skills to unfamiliar words to read literary texts [5.1, 5.2.1, 5.2.2, 5.2.3, 5.2.4, 5.2.5, 5.2.6, 5.2.7, 5.2.8, 5.3.1, 5.3.2, 7.2.1]. • Associate diphthongs and phonograms with their respective

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	clusters ('straight', 'throat', 'screech', 'squawk'). 5.2.6 Associate diphthongs with their respective sounds including /u/, /au/ and /aw/. 5.2.7 Associate sounds with silent consonant digraphs in the initial position (e.g. 'gn-, wh-, wr- and kn-'). 5.2.8 Apply rules of syllabication to decode multi-syllabic words. 5.2.9 Identify words with inconsistent but common spelling-sound correspondences.			sounds [5.2.3, 5.2.6]. • Associate sounds with silent consonants in the initial position in words [5.2.7]. • Associate the spelling with the pronunciation of the words [5.2.6, 5.2.7, 5.2.8, 5.2.9] • Distinguish between similarly spelled words by identifying the sounds of the letters that differ [5.2.3, 5.2.4, 5.2.5, 5.2.6, 5.2.7, 5.2.9].
6.1 Use words which express deeper meaning in speaking, reading and writing.	6.2.1 Use context-clues, word structure clues, definition clues and background knowledge to determine the meaning of words or phrases (including	6.3.1 Be respectful of peers' attempts in applying	7. Apply vocabulary skills to demonstrate	7. Use: • reading strategies to activate prior knowledge in pre-reading [6.2.1].

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	homophones and multiple-meaning words). 6.2.2 Develop a more sophisticated vocabulary across content areas. 6.2.3 Determine the meaning of words used in descriptive and factual language. 6.2.4 Apply multi-meaning words in technical vocabulary in speaking, writing and reading in context. 6.2.5 Interpret analogy and connotative language. 6.2.6 Demonstrate the meaning of figurative language in all genres.	vocabulary knowledge. 6.3.2 Be empowered to use vocabulary knowledge in different contexts.	understanding of texts.	• picture, word, definition and context clues to infer meanings in context and apply in speaking, reading and writing [6.1, 6.2.1]. • Apply familiar vocabulary to gain understanding of texts and to develop a more sophisticated vocabulary bank [6.2.2, 6.2.3, 6.2.4, 6.2.5]. • Construct sentences orally and in writing using synonyms, antonyms, multiple-meaning and high frequency words common to this

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				level [6.2.3, 6.2.6] • Apply knowledge of vocabulary to answer and generate questions orally and in writing, and to demonstrate the meaning of figurative language [6.2.3, 6.2.5, 6.2.6]. • Determine the contextual meaning of words and phrases in descriptive and factual texts [6.2.3]. • Examine and interpret analogy relationships in texts [6.2.5] • interpret the connotative meanings of familiar and new

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				words contextually [6.2.5] • explore analogy and connotative language as giving deeper meaning to texts [6.2.5] • verify meanings of new words using dictionary and thesaurus [6.2.2]
7.1 Use critical and strategic reading strategies to read competently.	7.2.1 Apply a variety of appropriate-level strategies and skills to construct meaning from text, including before, during and after reading. 7.2.2 Read a variety of informational and narrative/descriptive texts/genres with sufficient accuracy to support comprehension. 7.2.3 Monitor reading for accuracy and	7.3.1 Be confident in reading appropriate-level texts fluently. 7.3.2 Be respectful of peers' attempts in reading fluently.	8. Demonstrate proficiency in using critical and strategic reading skills to read fluently and monitor meaning from level-appropriate texts.	8. • Identify key words, decode target words and read text accurately, with fluency [7.1, 7.2.1, 7.2.2, 7.2.3] • Read with appropriate phrasing, intonation,

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	sense, demonstrating that they have the confidence to adjust their reading. 7.2.4 Develop a love for reading a range of genres.	7.3.3 Encourage peers as they read a variety of texts.		emphasis and expression, good volume, breath-control, correct pronunciation and clear enunciation, intonation, rhythm, pace and prosody at a rate appropriate for comprehension [7.2.3, 7.2.4]. • Read common high-frequency words by sight [7.2.1]. • Select level-appropriate comprehension strategies to decode new words in context, and to make and monitor meaning [7.2.3, 8.1.1, 8.2.4]. • Show patience

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				and co-operate when developing reading skills [5.3.3]. • Display confidence in their ability to read fluently [5.3.1, 5.3.2, 7.3.1]. • Share ideas, thoughts and feelings in different audiences [8.3.2, 8.3.3]. • respect peers' attempts at reading and in applying vocabulary knowledge [5.3.3, 6.3.2] • show tolerance

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				for the opinions of others [8.3.4] • use high frequency words creatively in different contexts[6.3.2, 7.3.1] • show support to others as developing readers and creative thinkers [5.3.3, 6.3.1, 7.3.2, 7.3.3] • display the ability to think critically [8.3.1] • Develop a passion for reading [7.2.4].
8.1.1 Read to learn. 8.1.2 Apply appropriate-level comprehension	Use reading comprehension strategies to answer literal and inferential type questions independently:	8.3.1 Be critical and creative thinkers.	9. Apply level-appropriate reading comprehension	9. • Activate prior knowledge to make text-to-self, text-to-text and

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
skills and strategies to understand texts. 8.1.3 Use text features (author, title, illustrator and table of contents) and text structures to gain meaning. 8.1.4 Use before, during and after reading strategies.	8.2.1 Answer and ask questions based on a given stimulus. 8.2.2 Use the dictionary and thesaurus to acquire meanings of words in context. 8.2.3 Activate prior knowledge and (content-area) vocabulary to deepen understanding of texts. 8.2.4 Use metacognitive strategies to clarify meaning in text e.g., rereading, visualizing, thinking about the text, before, during and after reading strategies. 8.2.5 Identify key words when scanning texts to establish relevance. 8.2.6 Understand that texts have purposes and are written for audiences. 8.2.7 Identify main idea and supporting details from text to show their	8.3.2 Be empowered to express ideas, thoughts and feelings. 8.3.3 Be confident in sharing ideas with different audiences. 8.3.4 Be tolerant of differences of opinions.	skills and strategies to gain understanding from texts.	text-to-world connections [8.1.2, 8.2.1, 8.2.3, 8.2.4, 8.2.11]. • Read title and study illustrations to gain understanding of or make predictions about the text [8.1.1, 8.1.3, 8.2.1, 8.2.10, 8.2.12]. • Give the purposes of all texts presented and discuss possible audiences for them [8.2.6]. • Identify key words when scanning texts [8.2.5].

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	relationship to text. 8.2.8 Apply knowledge of inference and deduction to identify/discuss cause and effect relationships in texts. 8.2.9 Express preferences and support their views by reference to texts. 8.2.10 Reflect and share personal views based on their reading experience with given text. 8.2.11 Make text-to-self, text-to-text and text-to-world connections between what they already know and the information presented in two different texts. 8.2.12 Create mental images to respond to the text e.g., share reactions, clarify confusion, generate questions, predict outcomes and draw inferences.			• Generate questions about the main idea/event/message of the text using pictures/illustrations and other stimuli [8.2.1, 8.2.12]. • Modify or refine main idea/event/message as the story develops [8.2.4]. • State one main idea/message with supporting details [8.2.7]. • Analyse simple details from key words [8.2.3]. • Apply knowledge of inference and deduction to show

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	8.2.13 Evaluate texts by making explicit and inferential reference to texts.			cause/effect relationships in texts [8.1.2, 8.2.8] • Given one of cause or effect, infer or deduce the other and verify using text [8.2.8]. • Present preferred account/event/point-of-view in texts in a variety of ways [8.2.9]. • Support personal views with reference to the text [8.2.7, 8.2.9, 8.2.10, 8.2.11, 8.2.13]. • Research and interpret bits of information presented in a variety of media

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				including symbols, signs, charts and graphs [8.1.3]. • Locate information in texts using table of contents, index, acknowledgments and glossary [8.1.3]. • Answer at least two literal, three inferential and one evaluative question orally and in writing from texts presented [8.2.1].
Literary Appreciation 9.1.1 Know how to analyse narrative and poetic elements in	9.2.1 Use graphic organizers for visual representation of narrative elements. 9.2.2 Relate the story through another	9.3.1 Be appreciative of the connections between style,	10. Demonstrate understanding of literary texts in the analysis	• Relate text-to-self, text-to-text and text-to-world

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
literature. 9.1.2 Know appropriateness of language in context. 9.1.3 Know the Literary Device: • Imagery 9.1.4 Know Figures of Speech • Simile • Simple metaphor • Personification	character's perspective. 9.2.3 Draw conclusions and infer meaning. 9.2.4 Discuss introduction, rising action, climax, falling action and conclusion in literary texts. 9.2.5 Identify and discuss figurative language based on context and content. 9.2.6 Explore the mood of a literary piece. 9.2.7 Examine the writer's and the reader's points-of-view. 9.2.8 Discuss how the creole is used in selected literary texts. 9.2.9 Make connections between literature and real life situations.	imagery and language. 9.3.2 Be conscious of author's use of language. 9.3.3 Be aware of the use of the Trinidad Creole and Tobago Creole for communication in different scenarios.	of elements of stories and poems.	to help make meaning and understand the text characters' perspectives [9.2.2] • speak about the writer's point-of-view and give own point-of-view [9.2.6] • draw own conclusion and infer meaning as they relate to the story • identify major conflict in text and offer two possible solutions [9.2.3] • discuss plot and analyse its development

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				through selected stories • represent plot using graphic organizers • explore the feelings created after reading poems and stories • identify words/language used to create specific moods • substitute words to change moods in texts presented • examine words/language used in creating a mental picture • use language with

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				guidance to create imagery • identify figures of speech in poems [9.1.4] • identify personification in literary texts and use in oracy [9.1.4] • identify simple metaphor in literary text [9.1.4] • identify the simile in texts and use in writing • show appreciation for reading and of being read to from the various genres of literature

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Writing 10.1 Apply the rules of punctuation and capitalization.	10.2.1 Use the following punctuation marks in sentences: • full stop, question mark, exclamation mark, apostrophe in contractions and possessives, quotation marks and commas in apposition, in words in a series and in addresses. 10.2.2 Use capital letters in sentences for: • first word in a quotation • title of books, chapters, poems • title of proper names • important words in headlines, subject heading etc.	10.3 Be self-organized in their writing.	11. Apply knowledge of writing conventions appropriate to the level.	11. Use: • the period, question mark and exclamation marks at the end of statements, questions, commands and surprise respectively, apostrophe in contraction and possessives, quotation marks, and commas for words in apposition, in a series and in addresses [10.1, 10.2.1, 11.1.1, 11.2.1] • a capital letter for the title of proper names, first word

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				in a quotation, titles of books, chapters and poems, important words in headlines, and subject headings [10.1, 10.2.2] • edit capitalization and punctuation in own sentences using simple class generated checklist [10.1, 10.2.1, 10.2.2]
11.1.1 Know the different forms of sentences: Interrogative, imperative and negative. 11.1.2 Know how to expand the basic sentence type to enrich sentences.	11.2.1 Write the different types of sentences. 11.2.2 Expand the basic sentence type by adding an adjective or adverb in word and phrase.	11.3.1 Be proud of their accomplishments.	12. Demonstrate pride in their ability to work independently to compose sentences with proper grammatical structures and rich vocabulary.	12. Write: • imperative and negative sentences [11.1.1, 11.2.1] • construct interrogative sentences using present, past and future tenses and

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				patterns based on verbal forms [13.2.2]
12.1.1 Apply their knowledge of simple and compound sentences to add variations to their writing.	12.2.1 Use a conjunction to join two simple sentences to form a compound sentence.	12.3.1 Be creative in their writing.		
13.1.1 Recognize use of the different parts of speech in sentences.	13.2.1 Use **Nouns**: common, proper, collective and abstract in sentences. 13.2.2 Use **Verbal** forms: a) Simple Present, Past, Future, Present Continuous Tense, Past Perfect Tense, b) Use Modals: can, may, should, would, could, might. c) Participle-past and present. d) Regular and irregular. 13.2.3 Use **Adjectives:** comparative			

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	and superlative degree. 13.2.4 Use **Pronouns**: Personal, Possessive Reflexive and Relative Pronoun. 13.2.5 Use **Adverbs:** comparative and superlative forms. 13.2.6 Use **Prepositions** in context. 13.2.7 Use **Conjunctions** to combine ideas and sentences.			
14.1.1 Know that a subject must agree with a verb in number.	14.2 Choose verbs to agree with subjects in number.			
15.1.1 Know how to analyse a sentence into subject and verb.	15.2 Analyse a sentence identifying its subject and verb.			
16.1.1 Know the following to engage in narrative-descriptive writing: • The elements of story	16.2.1 Write narrative-descriptive stories showing beginning middle and end plot structure, character development, setting, sensory descriptive words and the simile, simple metaphor and personification	16.3 Be competent in composing stories.	13. Apply knowledge of the traits of writing and the writing process to construct	13. Expand: • the different forms of sentences using an adjective,

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
writing • Sensory detail . • Figurative language • Organization • Grammar and mechanics • The stages in the writing process	devices. 16.2.2 Write narrative descriptive stories applying the stages in the writing process: • apply Pre-writing Skills (think, brainstorm, create web maps, articulate/list ideas, make notes, outline important points/relevance, sequence information, read related information) • apply Drafting Skills (follow pre-writing plan, formulate topic sentences and supporting details, express ideas in paragraphs) • apply Revising Skills (review plot structure, figurative language, sensory details, organization of ideas, transitional words and phrases and paragraphing)		level-appropriate sentences.	adverb, or adjectival phrase and adverbial phrase [11.1.2, 11.2.2] • make subject and verb agree in number [14.1.1, 14.2.1] • analyse sentences into the subject and the verb phrase (predicate) [15.1.1, 15.2.1] • recognize the function of prepositions, adverbs, apostrophes, adjectives, nouns, verbal forms and conjunctions in context [13.1.1, 13.2.1

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	• apply Editing Skills (edit writing by applying grammar and mechanics rules) • apply Publishing Skills			• use nouns or subject pronouns, verbs, adjectives and conjunctions (and/but) to form compound sentences [12.1.1, 12.2.1] • write simple and compound sentences showing sentence fluency and organization after recounting three to five events/ideas in sequential order [12.1.1, 12.2.1] • use relevant level-appropriate high frequency words and vocabulary taught [6.1, 20.1, 20.2, 21.1.1, 21.2.1, 21.3.1]

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				• use sensory details and figurative language in writing [16.1] • spell high frequency words correctly [19.1.1, 19.2.1] • spell words applying level appropriate rules[19.1.1, 19.2.1] 10. Share: • written work with a small group or whole class with pride [10.3, 11.3, 16.3, 17.3, 18.3.1] • write at least two

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				paragraphs showing voice on familiar topics discussed or on personal experiences recounted [11.1.2, 11.2.2, 12.1, 12.2, 16.1, 16.2, 17.1.1, 17.2.1] • write paragraphs with logical organization of topic sentences and supporting details for factual and narrative-descriptive writing [11.1.2, 11.2.2, 12.1, 12.2, 16.1, 16.2, 17.1.1, 17.2.1] • write using transitional words and phrases for sentence fluency

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				and appeal to the senses [16.1.1, 17.1.1] • apply the process approach to writing narrative-descriptive paragraphs, simple reports, friendly letters and e-mails [16.1, 16.2.1, 16.2.2. 17.1.1, 17.2.1] • edit capitalization and punctuation in own sentences using simple class generated checklist [11.1.1, 11.2.1, 11.2.2, 11.2.3, 11.2.4, 16.2.2, 17.2.1] • edit peers' work for concord [12.1.1, 12.2.1,

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				16.2, 17.2.1, 22.2.1]
17.1.1 Know how to write a simple report using the process approach with focus on : • Organizational structure • Introductory paragraph • Transition words • Content • Language use • Grammar and Mechanics	17.2.1 Write simple reports on selected daily activities applying the process approach to writing: • apply Pre-writing Skills (think, brainstorm, create web maps, articulate/list ideas, make notes, outline important points/relevance, sequence information, read related information) • apply Drafting Skills (follow pre-writing plan, formulate topic sentences and supporting details, express ideas in paragraphs) • apply Revising Skills (review content, language and organization – logical sequencing of information, paragraphing, introduction, body, conclusion, and transitional words and phrases)	17.3.1 Be self-organized in their writing.		

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	• apply Editing Skills (edit writing applying grammar and mechanics rules) • apply Publishing Skills			
18.1.1 Know how to write a reflective piece considering: • a description of what happened and who was involved • an interpretation of what is most important • an outcome of what I have learned	18.2.1 Critically question self and their own thinking about a situation/event. 18.2.2 Express their thoughts and feelings in a reflective piece.	18.3 Be confident in self-expression.	14. Write reflectively on daily activities.	14. Self-question before writing.[18.2.1] • organize thoughts and feelings before writing [18.1] • express thoughts and feelings in writing [18.1, 18.2.2] • show comfort and confidence to share reflections [17.3, 18.3] • share written work with a small group or whole

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				class with pride [17.3.1, 18.3.1]
19.1 Know how to apply spelling rules correctly when writing: • Syllabication rules • Phonics • Inflectional Endings	19.2 Apply spelling rules correctly in writing. Produce the following correctly: • plural forms in which 'y is changed 'i'and 'f' to 'v' before adding an "es" ending • words that double the final consonant before adding endings • words that drop the final 'e' before an ending • 'ie' and 'ei' words • words with hard and soft 'c' and 'g' • words with silent letters	19.3 .1 Be self-sufficient in writing.		

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	• common homophones • key words in other subject areas			
20.1.1 Know how to use the different types of vocabulary across content areas.	20.2 .1Use the different types of vocabulary in context across content areas: a) Technical terms b) Synonyms c) Antonyms d) Homophones e) Homographs f) Words with multiple-meanings	20.3.1 Be knowledgeable about the different types of vocabulary and their usage in text.		
21.1 Identify the affixes added to root words to make and use new words in context.	21.2.1 Make and use new words by adding prefixes and suffixes to root words in writing.	21.3.1 Be proficient in the usage of their developing		

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	Suffixes:- :-less,-ness, -ous,-ful, -ly, and different forms of –shun **Prefixes**: tele, anti, pre, aero, etc 21.2.2 Give the meaning of new words formed with the affixes.	vocabulary.		
22.1.1 Recognize Creole patterns in their writing to code switch to Standard English patterns.	22.2 .1 Use a code switching analysis chart to change Creole patterns to Standard English patterns.	22.3.1 Be proficient in their writing.		
Media & Information Literacy 23.1.1 Display an understanding of a variety of media texts. (e.g., audio, visual, audio-visual, print, and electronic/digital text)	23.2.1 Use media and technology equipment with care. 23.2.2 Comprehend content in print, visual, audio and electronic media. 23.2.3 Recognize that all forms of media contain constructed messages.	23.3.1 Responsible in handling equipment. 23.3.2 Reflective of the messages conveyed in a variety of media.	15. Demonstrate proper care and handling of media and technology equipment.	15. Handle: • media and technology equipment with care and with proper etiquette [23.2.1] • work following

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	23.2.4 Identify purposes of media. 23.2.5 Demonstrate competence in gaining messages as an independent consumer of media texts. 23.2.6 Explain the purpose of selected media texts (magazine ads, newspaper pull-outs, an email message, text message, online advertisements etc.)	23.3.3 Critical thinkers to determine underlying messages. 23.3.4 Confident in defending point-of-view	16. Show awareness of selecting media for different purposes and audiences.	instructions and directions [23.3.1] • use media ethically adhering to the Copyright Act and Acceptable Use Policy [26.2.1, 26.2.2, 26.3.1] 16. Identify: • three main purposes of media [23.2.4] • contrast at least three different media forms according to their purposes [23.1, 23.2.6, 23.3.2]
24.1.1 Begin to respond	24.2.1 Identify media texts.	24.3.1 Reflective	17. Demonstrate	17. View and listen:

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
critically to electronic/digital media texts.	24.2.2 Critically view and listen to a variety of media materials with a focus on electronic/digital works. 24.2.3 Express personal thoughts and feelings about selected electronic/digital media works. 24.2.4 Consider both the overt and implied messages in electronic/digital media texts.	of the messages conveyed in a variety of media. 24.3.2 Be critical thinkers to determine underlying messages. 24.3.3 Be confident in defending point-of-view	awareness of and respond critically to electronic/digital media works.	• to a variety of media materials with a focus on electronic/digital media works [24.1, 24.2.1, 24.2.2] • express thought and feelings toward electronic/digital media works [24.2.3] • discuss the overt messages in media listened to and relate text-to-self and text-to-world [23.2.3, 23.2.5, 24.2.4, 24.3.1, 24.3.2, 24.3.3] • assess media texts and answer two

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				literal, one inferential and one evaluative question on the media text studied [24.1, 24.2.4]
25.1.1 Identify selected media forms and explain what techniques are used to create meaning and influence audience behaviour and thinking. (e.g., pictures, headlines, fonts, sound effects, animations, use of celebrities to advertise, embellishments such as flashing lights)	25.2.1 Examine the codes and conventions of visual imagery, meaning illustrations in picture books, by looking at the role that formatting plays in message making. 25.2.2 Explain how illustrators can use colour and other tools/techniques to construct a reality for their audiences. 25.2.3 Show how websites use various styles and techniques to influence audiences and to convey messages *(e.g., use of images, use of dark colours, bright colours, warm colours, cool colours, pictures, headlines, fonts, sound effects, animations, use of celebrities to advertise, embellishments such as flashing lights etc.)*	25.3.1 Be aware of the importance of visual imagery in designing final products. 25.3.2 Be competent in constructively critiquing websites.	18. Examine the use of language and colour to enhance and influence audience appeal.	18. Cite: • techniques used to create selected media [25.1.1] • explore colour and other tools used in creating visual imagery [25.2.1, 25.2.2, 25.3.1] • discuss style and techniques used in websites to influence audiences [25.2.3, 25.3.2]

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
26.1.1 Create a variety of media texts for different purposes and audiences. (e.g., a skit, including sound effects, based on a photograph; a weather report with illustrations, animations and captions)	26.2.1 Use information products and technology ethically. 26.2.2 Employ media etiquette when using technology and producing media texts. 26.2.3 Explain that media are constructions; each medium has its own language, style, form, techniques, conventions and aesthetics. 26.2.4 Develop a storyboard in order to retell a story in visual form (using Photo Story). *(Class outing, Agricultural Science practical, a skit, including sound effects, based on a photograph; a weather report with illustrations, animations and captions etc.)* 26.2.5 Demonstrate by manipulating visual images (e.g., re-sequencing), alternative stories can be told.	26.3.1 Be ethical users of media tools (consideration of copyright rules and acceptable use policy). 26.3.2 Be proud of their accomplishments in integrating technology knowledge across content areas.		
27.1.1 Reflect on and	27.2.1 Critically examine created	27.3.1 Develop	19. Apply	19. Create:

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
identify their strengths as media interpreters and creators.	media texts. 27.2.2 Reflect on techniques and tools used to create media to make judgments on pros and cons of these. 27.2.3 Discuss strengths and weaknesses of created media texts. 27.2.4 Compare and contrast media produced by individuals in the class. 27.2.5 Determine/judge impact of created media re purpose.	as critical thinkers re: related tasks. 27.3.2 Develop a spirit of inquiry to make informed decisions.	knowledge of media texts and construction to critically analyse own work.	• specific visual media pieces [26.1.1, 26.2.4, 26.2.5] • examine created media using created rubric [27.2.1] Analyse strengths and weaknesses of: • self as a media creator and interpreter • peers'' work, with respect [27.1.1, 27.2.3,7.3.1] • assess the suitability of tools selected and techniques used to create media work using

DRAFT

ENGLISH LANGUAGE ARTS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				generated rubric [27.2.2, 27.3.2] • chat about the impact of the piece created using prior knowledge of media construction [27.2.4, 27.2.5]

DRAFT

Primary School Curriculum

Mathematics

Standard 3

DRAFT

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

DRAFT

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.

DRAFT

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

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

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

It is essential that the forgoing issues are seriously considered and effectively addressed so as to create literate and numerate individuals capable of functioning in a global society.

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
NUMBER				
Number Concepts 1.1.1. Understand the concept of numbers up to 10 000.	1.2.1 Count in sequence within 10 000 in ascending and descending order. 1.2.2 Skip count in ascending and descending order within a specified amount. 1.2.3 Count objects in a set up to 10 000. 1.2.4 Connect number names and	1.3.1 Display a sense of confidence as they explore number concepts.	1. Count sequentially within 10 000. 2. Demonstrate an understanding of numbers to 10 000. 3. Demonstrate estimation skills using 100 as a benchmark.	• Count forward (count on) and backward (count back) by ones within 10 000 from any given number. [1.1.1, 1.2.1, 1.3.1] • Skip count in ascending and descending order using various ways (such as, in 100s to or from 2 000 starting at zero or 2 000; by thousands 1 340, 2 340, 3 340, starting at a specified number). [1.1.1, 1.2.2, 1.3.1] • Count the number of objects in a set using one-to-one correspondence together with skip counting, using base ten materials. [1.1.1, 1.2.2, 1.2.3, 1.3.1] • Match the number names and numerals to the quantities they represent up to 10

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	numerals to quantities up to 10 000. 1.2.5 Sequence number names and numerals. 1.2.6 Read and write number names and numerals to 10 000. 1.2.7 Estimate the number of objects in a set using 100 as the benchmark and verify by counting.			000. [1.1.1, 1.2.4, 1.3.1] • Sequence number names and numerals to 10 000. [1.1.1, 1.2.5, 1.3.1] • Insert missing numbers in a number sequence. [1.1.1, 1.2.5, 1.3.1] • Read and write number names and numerals to 10 000. [1.1.1, 1.2.6, 1.3.1] • Estimate a given quantity of items using 100 as a benchmark (using 'mental grouping') and verify by counting. [1.1.1, 1.2.7, 1.3.1]
Place Value and Rounding				

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
1.1.2. Develop an understanding of place value to 9 999 (concretely, pictorially and symbolically). 1.1.3. Develop an understanding of the comparison of numbers. 1.1.4. Develop an understanding of rounding to tens, hundreds and thousands.	1.2.8 Explore the place value of numbers to 9 999 including expanded notation. 1.2.9 Compare and order numerals up to 10 000. 1.2.10 Round numbers to the nearest tens, hundreds and thousands.	1.3.2 Be explorative when examining relationships in numbers.	4. Demonstrate an understanding of place value to 9 999. 5. Compare and order numerals up to 10 000 with reference to place value. 6. Develop an understanding of rounding to tens, hundreds and thousands.	• Show, using various manipulatives (e.g. base ten materials, place value mats) that a given numeral consists of a certain number of thousands, 'hundreds' 'tens' and 'ones' and record as such, e.g. 1 245 = 1 thousand, 2 hundreds, 4 tens and 5 ones. [1.1.2, 1.2.8, 1.3.2] • Describe a specified number in various ways using language associated with place value e.g. 6 245 as six 1 000s, two 100s, four 10s and five 1s; six thousands, two hundred, forty and five; 6 245 ones; 624 tens and 5 ones etc., and explain with reasons. [1.1.2, 1.2.8, 1.3.2] • Write numbers using the expanded notation form. [1.1.2, 1.2.8, 1.3.2] • Convert expanded notation into

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				numerals. [1.1.2, 1.2.8, 1.3.2] • Explain and write the place value and value represented by each digit in a numeral up to four-digit numbers. [1.1.2, 1.2.8, 1.3.2] • Write the largest and smallest number given any four digits. [1.1.3, 1.2.8, 1.2.9, 1.3.2] • Use the symbols for more than (>) and less than (<) to show the relationship between two numbers. [1.1.3, 1.2.9, 1.3.2] • Compare and order numerals up to 9 999 (in ascending and descending order). [1.1.3, 1.2.9, 1.3.2] • Round numbers to the nearest tens, hundreds or thousands. [1.1.4, 1.2.10,

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				1.3.2]
Number Patterns 1.1.5. Develop algebraic thinking (number patterns and number relationships).	1.2.11 Explore number patterns involving the four operations using whole numbers. 1.2.12 Explore patterns involving fractions. 1.2.13 Create number patterns.	1.3.3 Be explorative when examining patterns.	7. Demonstrate an understanding of patterns using whole numbers and involving the four operations. 8. Explore patterns involving fractions. 9. Create number patterns.	• Describe and extend whole number patterns involving the four operations e.g. 1, 6, 11, 16… and patterns involving fractions, by using the pattern rule. [1.1.5, 1.2.11, 1.2.12, 1.3.3] • Explore, describe and record patterns for: ○ Multiplication and division facts up to the 10 times table (using concrete materials, pictorial representations, symbols, hundred chart) ○ Compatible numbers within 1 000. [1.1.5, 1.2.11, 1.3.3] • Recognize when an error occurs in a pattern and explain what is wrong.

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				[1.1.5, 1.2.11, 1.2.12, 1.3.3] • Insert missing elements in number patterns and explain reasoning. [1.1.5, 1.2.11, 1.2.12, 1.3.3] • Create number patterns and state the pattern rule. [1.1.5, 1.2.13, 1.3.3]
Number Relationships 1.1.6. Explore algebraic thinking (number patterns and number relationships). 1.1.7. Make sense of addition, subtraction, multiplication and division	1.2.14 Calculate the unknown in number sentences involving addition, subtraction, multiplication and division of whole numbers and involving	1.3.4 Show perseverance in finding solutions to problems.	10. Explore number relationships involving the four operation using number sentences with one unknown.	• Solve problems involving number sentences with one unknown number (represented by a symbol) e.g. 42 ÷ □ = 7; the idea of the inverse operation can be used: 7 × ? = 42, and explain reasoning. [1.1.6, 1.1.7, 1.2.14, 1.3.4] • Solve number sentences when the unknown is on the left or right side of the equal symbol. [1.1.6, 1.1.7,

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
number sentences involving one unknown.	one unknown.			1.2.14, 1.3.4]
Whole Number (Operations): Addition and Subtraction 1.1.8. Solve real-life problems (concrete, pictorial and symbolic modes, including money) involving addition and subtraction. 1.1.9. Develop estimation skills.	1.2.15 Solve problems involving addition (up to 4 digit numbers with sum less than 10 000) and up to 4 addends and subtraction (with minuend up to 4 digits). 1.2.16 Determine the reasonableness	1.3.5 Appreciate the use of algorithms in solving problems involving the operations (addition and subtraction).	11. Demonstrate an understanding of the algorithm for addition and subtraction. 12. Solve a variety of word problems using problem solving strategies including mental	ADDITION AND SUBTRACTION • Solve one-step and multi-step addition and subtraction problems involving whole numbers and money (including bills, best buy, profit and loss, using dollars only and cents only) by: o Using a variety of problem solving strategies, such as: use a model, act it out, draw a picture, look for a pattern, guess and check, work backwards, logical reasoning, make a table or chart, make an organized list and try a simpler

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
1.1.10. Demonstrate an understanding of the relationship between addition and subtraction. 1.1.11. Create number stories.	of answers by using estimation. 1.2.17 Use the inverse operation to check answers. 1.2.18 Explain or demonstrate how an answer was obtained when solving problems. 1.2.19 Create number stories involving addition and subtraction and using appropriate vocabulary.		strategies. 13. Demonstrate an understanding of estimation skills. 14. Use the relationship between addition and subtraction to check answers. 15. Create number stories using appropriate language.	form of the problem ○ Using the algorithm ○ Using mathematical games ○ Creating number sentences with one unknown ○ Using estimation skills to check solutions to problems ○ Using the reverse operation to check answers ○ Recording solutions to problems using drawings, numerals, symbols and words. [1.1.8, 1.1.9, 1.1.10, 1.2.15, 1.2.16, 1.2.17, 1.3.5] • Explain or demonstrate how an answer was obtained when solving problems. [1.1.8, 1.2.18, 1.3.5] • Create number stories involving addition and subtraction using appropriate language. [1.1.11, 1.2.19, 1.3.5]

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Whole Number (Operations): Multiplication and Division 1.1.12. Develop and apply procedures to multiply and divide whole numbers to solve problems. 1.1.13. Solve real-life problems (concrete, pictorial and symbolic modes, including money) involving multiplication	1.2.20 Develop and use the algorithm for multiplication and division of whole numbers. 1.2.21 Solve real-life problems involving multiplication (up to 2 digit by 2 digit numbers) and division (up to 4 digit divided by 1 digit). 1.2.22 Determine the reasonableness of answers by	1.3.6 Appreciate the use of algorithms in solving problems involving the operations (multiplication and division).	16. Develop and apply procedures to multiply and divide whole numbers to solve problems. 17. Solve a variety of word problems using problem solving strategies including mental strategies. 18. Demonstrate an understanding	MULTIPLICATION AND DIVISION • Model the multiplication of whole numbers, concretely or pictorially (using an area model/arrays) and record the process (using drawings, numerals, symbols and words and the distributive property). [1.1.12, 1.2.20, 1.3.6] • Explain through the use of words and diagrams the procedures involving multiplication using whole numbers. [1.1.12, 1.2.20, 1.3.6] • Generalize and apply rules (algorithms) for multiplication involving whole numbers. [1.1.12, 1.2.20, 1.3.6] • Model division of whole numbers concretely or pictorially and explain and record the process. [1.1.12, 1.2.20,

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
and division. 1.1.14. Develop estimation skills. 1.1.15. Demonstrate an understanding of the relationship between multiplication and division. 1.1.16. Create number stories.	using estimation. 1.2.23 Use the inverse operation to check answers. 1.2.24 Explain or demonstrate how an answer was obtained when solving problems. 1.2.25 Create number stories involving multiplication and division and using appropriate vocabulary.		of estimation skill. 19. Use the relationship between multiplication and division to check answers. 20. Create number stories using appropriate language.	1.3.6] • Explain through the use of words and diagrams division involving whole numbers. [1.1.12, 1.2.20, 1.3.6] • Generalize and apply rules (algorithms) for division involving whole numbers. [1.1.12, 1.2.20, 1.3.6] • Solve one-step and multi-step multiplication and division problems (including problems involving the unitary method) involving whole numbers and money (including bills, best buy, profit and loss, rate (weekly, hourly, daily, monthly, yearly and by the minute - using dollars only and cents only) by: ○ Using a variety of problem solving strategies, such as: use a model, act it out, draw a picture, look for a pattern, guess and check, work backwards, logical reasoning,

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				make a table or chart, make an organized list and try a simpler form of the problem ○ Using the algorithm ○ Using mathematical games ○ Creating number sentences with one unknown ○ Using estimation skills to check solutions to problems ○ Using the reverse operation to check answers ○ Recording solutions to problems using drawings, numerals, symbols and words. [1.1.13, 1.1.14, 1.1.15, 1.2.21, 1.2.22, 1.2.23, 1.3.6] • Explain or demonstrate how an answer was obtained when solving problems. [1.1.13, 1.2.21, 1.2.24, 1.3.6] • Explain why a remainder is obtained for some division problems e.g. 18 ÷ 4 = 4 remainder 2. [1.1.13, 1.2.21,

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				1.2.24, 1.3.6] • Interpret the remainder in relation to the context of the word problem. [1.1.13, 1.2.21, 1.2.24, 1.3.6] • Create number stories involving multiplication and division and using appropriate language. [1.1.16, 1.2.25, 1.3.6]
Mental Mathematics 1.1.17. Develop strategies to solve problems mentally.	1.2.26 Investigate and use a variety of mental math strategies to solve problems involving the four operations.	1.3.7 Develop confidence in using a variety of mental strategies to solve problems.	21. Demonstrate skills in mental strategies.	• Explore, describe and use a range of mental strategies for solving problems, including: o Compatible numbers within 1 000 o Multiplication and related division facts up to 10 times tables o Decomposition method o Equal addend method o Using place value concepts e.g. 4 × 20 = 4 × 2 tens = 8 tens = 80

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				○ Factoring e.g. 4 × 20 = 4 × 2 × 10 = 8 × 10 = 80 ○ Multiplying the tens and then the units. [1.1.17, 1.2.26, 1.3.7] • Solve problems using mental math strategies and explain the mental process used to arrive at an answer. [1.1.17, 1.2.26, 1.3.7]
Fractions 1.1.18. Extend the concept of fractions to include multiple representations, equivalence, ordering and simple computation.	1.2.27 Explore fractions using area, linear and set models. 1.2.28 Recognize and generate equivalent fractions using a variety of models.	1.3.8 Develop confidence in working independently in using a variety of strategies to solve problems involving fractions.	22. Develop an understanding of fractions by using concrete, pictorial and symbolic representations 23. Demonstrate an understanding of proper and improper	• Represent fractions using area, linear and set models. [1.1.18, 1.2.27, 1.3.8] • Name and record fraction using words and symbols. [1.1.18, 1.2.27, 1.3.8] • Connect word/number names to models and symbolic representations. [1.1.18, 1.2.27, 1.3.8] • Explore the equivalent relationships

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	1.2.29 Use the algorithm for finding equivalent fractions. 1.2.30 Compare and order proper fractions with unlike denominators using equivalent forms. 1.2.31 Distinguish between proper, improper and mixed number and convert from one form to another. 1.2.32 Add and subtract proper		fractions and mixed numbers. 24. Solve problems involving the addition and subtraction of fractions.	between fractions by matching/overlaying different fractional parts related to a common whole and describing the relationship. [1.1.18, 1.2.28, 1.3.8] • Record equivalent relationships using the equal symbol (and non-equivalent relationships using the not equal to symbol) e.g. $\frac{1}{2} = \frac{2}{4} = \frac{4}{8}$. [1.1.18, 1.2.28, 1.3.8] • Describe the pattern observed in equivalent relationships and state the pattern rule. [1.1.18, 1.2.29, 1.3.8] • Create equivalent fractions using the rule. [1.1.18, 1.2.29, 1.3.8] • Reduce a fraction to its lowest equivalent form. [1.1.18, 1.2.29, 1.3.8]

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	fractions with same denominators.			• Compare and order fractions using equivalent relationships and by positioning a given set of fractions with like and unlike denominators on a number line and explain reasons. [1.1.18, 1.2.30, 1.3.8] • Explain the meanings of the terms numerator and denominator. [1.1.18, 1.2.31, 1.3.8] • Differentiate between proper fractions, improper fractions and mixed numbers. [1.1.18, 1.2.31, 1.3.8] • Explore and explain, using models, the equivalent relationship of fractions that represent more than one and one e.g. 5 quarters = one whole and a quarter; $\frac{5}{4}$ = 1 and $\frac{1}{4}$ = 1 $\frac{1}{4}$; 2 halves = $\frac{2}{2}$ = 1. [1.1.18, 1.2.31, 1.3.8] • Describe the pattern observed in the

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				relationship between improper and mixed number. [1.1.18, 1.2.31, 1.3.8] • Express improper fractions as mixed numbers. [1.1.18, 1.2.31, 1.3.8] • Express mixed numbers as improper fractions. [1.1.18, 1.2.31, 1.3.8] • Place a given set of fractions, including mixed numbers and improper fractions, on a number line and explain strategies used to determine position. [1.1.18, 1.2.31, 1.3.8] • Model addition and subtraction of fractions involving the same denominator using concrete and pictorial representations, record symbolically and explain pattern observed. [1.1.18, 1.2.32, 1.3.8] • Develop and use the algorithm for

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				solving problems involving the addition and subtraction of fractions involving the same denominator (including solving problems mentally). [1.1.18, 1.2.32, 1.3.8]
Language 1.1.19. Develop appropriate vocabulary associated with number.	1.2.33 Use appropriate vocabulary in oral and written communication.	1.3.9 Communicate with confidence using language related to number. 1.3.10 Demonstrate an appreciation for others by listening to their point of	25. Communicate effectively using vocabulary associated with number.	• Use appropriate language associated with number, such as: numbers up to ten thousand, expanded notation, thousands, halves ($\frac{1}{2}$) to tenths ($\frac{1}{10}$), proper fraction, improper fraction, mixed number, convert, equivalent, numerator, denominator, profit, loss, vocabulary associated with rate such as weekly, hourly, daily, monthly, yearly and by the minute, extend and rule. [1.1.19, 1.2.33, 1.3.9, 1.3.10]

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
		view.		
GEOMETRY				
Solids 2.1.1 Develop spatial sense through explorations in relation to solids. 2.1.2 Investigate properties of solids through exploration activities, building of frames and drawing. 2.1.3 Solve problems involving solids.	2.2.1 Compare and classify solids according to their properties (cube, cuboid, cylinder, pyramid, cone and triangular-based prism) and give reasons for classification. 2.2.2 Differentiate between regular and irregular solids. 2.2.3 Construct frames of solids and draw/sketch	2.3.1 Demonstrate creativity while exploring solids. 2.3.2 Display perseverance in solving problems.	1. Describe, name and compare the properties of solids including pyramids, prisms, cylinders, cones and spheres and represent them in frames and drawings. 2. Solve problems involving solids.	• Examine and describe the properties of regular and irregular solids. [2.1.1, 2.1.2, 2.2.1, 2.3.1] • Compare and classify solids according to one or more common attributes including students' own criteria and explain reasons for classification. [2.1.1, 2.1.2, 2.2.1, 2.3.1] • Differentiate between regular and irregular solids. [2.1.1, 2.1.2, 2.2.2, 2.3.1] • Build and describe frames of solids (cubes, cuboids, pyramids, triangular-based prism) focusing on the properties of the solids constructed

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	solids to explore the properties of solids in terms of faces, edges and vertices. 2.2.4 Solve problems involving solids.			(e.g. edges, vertices). [2.1.1, 2.1.2, 2.2.3, 2.3.1] • Draw or sketch solids and label to show faces, edges and vertices. [2.1.1, 2.1.2, 2.2.3, 2.3.1] • Solve problems involving solids. [2.1.3, 2.2.4, 2.3.2]
Plane Shapes 2.1.4 Develop spatial sense through explorations in relation to plane shapes. 2.1.5 Investigate properties of plane shapes. 2.1.6 Solve problems	2.2.5 Compare and classify plane shapes according to their properties. 2.2.6 Differentiate between regular and irregular polygons (triangles, quadrilaterals,	2.3.3 Display confidence in exploring plane shapes.	3. Demonstrate an understanding of the properties of plane shapes. 4. Solve problems involving plane shapes.	• Examine and describe the properties of regular and irregular polygons. [2.1.4, 2.1.5, 2.2.5, 2.3.3] • Compare and classify polygons according to one or more common attributes including students' own criteria and explain reasons for classification. [2.1.4, 2.1.5, 2.2.5, 2.3.3]

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
involving plane shapes.	pentagons, hexagons, octagons). 2.2.7 Explore the effects of orientation change on plane shapes. 2.2.8 Solve problems involving plane shapes.			• Differentiate between regular and irregular polygons (triangles, quadrilaterals, pentagons, hexagons, octagons). [2.1.4, 2.1.5, 2.2.6, 2.3.3] • Investigate the effects of changing the orientation of a shape by first measuring the shape and then changing its orientation and then measuring again. [2.1.4, 2.1.5, 2.2.7, 2.3.3] • Solve problems involving plane shapes. [2.1.6, 2.2.8, 2.3.3]
Symmetry 2.1.7 Develop an understanding of line symmetry. 2.1.8 Solve problems involving line	2.2.9 Classify shapes into those that are symmetrical and those that are not. 2.2.10 Determine the	2.3.4 Display curiosity while investigating lines of symmetry.	5. Demonstrate an understanding of the concept of line symmetry.	• Determine whether or not plane shapes are symmetrical by folding and superimposing (and/or by using a Mira). [2.1.7, 2.2.9, 2.3.4] • Investigate plane shapes, letters and

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
symmetry.	number of lines of symmetry in plane shapes – regular, irregular and curved, and in numerals and letters. 2.2.11 Create symmetrical shapes. 2.2.12 Solve problems involving line symmetry.		6. Solve problems involving line symmetry.	numerals to determine whether or not they are symmetrical and to determine the number of lines of symmetry. [2.1.7, 2.2.10, 2.3.4] • Create symmetrical shapes. [2.1.8, 2.2.11, 2.3.4] • Complete a symmetrical shape given half of the shape and a line of symmetry. [2.1.8, 2.2.11, 2.3.4] • Solve problems involving line symmetry. [2.1.8, 2.2.12, 2.3.4]
Language 2.1.9 Develop appropriate vocabulary associated with geometry.	2.2.13 Use appropriate vocabulary in oral and written communication.	2.3.5 Communicate with confidence using language related to	7. Communicate effectively using vocabulary associated with geometry.	• Use appropriate language associated with geometry, such as: regular, irregular, polygon, quadrilateral, pentagon, hexagon, octagon, line symmetry and frame. [2.1.9, 2.2.13,

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
		geometry. 2.3.6 Demonstrate an appreciation for others by listening to their point of view.		2.3.5, 2.3.6]
MEASUREMENT				
Linear 3.1.1 Develop measurement sense and apply appropriate techniques when measuring, making comparisons and estimates.	3.2.1. Explain the suitability of the unit as it relates to the length to be measured. 3.2.2. Convert units and sub-units of measures of	3.3.1. Appreciate the functional role of the linear measures in their everyday lives. 3.3.2. Demonstrate confidence in their abilities to	1. Apply measurement principles, including using an instrument, estimation and approximation to solve a wide variety of practical	• Explain the need for and the importance of a larger or longer standard unit of measure for length. [3.1.1, 3.2.1, 3.3.1] • State the relationship between the kilometre and the metre. [3.1.3, 3.2.2, 3.3.1] • Convert kilometres to metres and vice

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
3.1.2 Understand that measures can be quantified using standard units (kilometres, metres and centimetres). 3.1.3 Understand the relationship between units of measure (km and m; m and cm) 3.1.4 Develop concept of perimeter using regular and irregular shapes. 3.1.5 Solve problems involving measures.	length. 3.2.3. Approximate lengths to the nearest metre and distances to the nearest kilometre. 3.2.4. Estimate lengths in centimetres and metres and verify results and determine reasonableness of estimates. 3.2.5. Solve computational problems and real-life problem involving length. 3.2.6. Differentiate	estimate and measure and in solving problems related to linear measure.	problems. 2. Develop a conceptual understanding of perimeter. 3. Solve problem involving linear measure.	versa. [3.1.3, 3.2.2, 3.3.1, 3.3.2] • Convert metres to centimetres and vice versa. [3.1.3, 3.2.2, 3.3.1, 3.3.2] • Select and use the most appropriate standard unit for measuring various lengths/distances. [3.1.1, 3.1.2, 3.2.1, 3.3.1, 3.3.2] • Approximate distances to the nearest kilometre or metre. [3.1.1, 3.2.3, 3.3.1] • Estimate lengths in centimetres and metres and verify lengths by measuring. [3.1.1, 3.1.2, 3.2.4, 3.3.1, 3.3.2] • Explain the reasonableness of estimations. [3.1.1, 3.2.4, 3.3.2] • Solve computational problems involving the metre and the centimetre

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	between area and perimeter. 3.2.7. Measure and calculate the perimeter of regular and irregular shapes and compare and order. 3.2.8. Solve problems involving perimeter.			by using the relationship between them. [3.1.3, 3.1.5, 3.2.5, 3.3.2] • Solve real-life problems involving length, number and money. [3.1.5, 3.2.5, 3.3.2] • Investigate the distance around shapes to determine the perimeter of shapes. [3.1.4, 3.2.6, 3.3.1] • Explain the difference between area and perimeter. [3.1.4, 3.2.6, 3.3.1] • Measure the perimeter of shapes using standard units. [3.1.4, 3.2.7, 3.3.1] • Count and record the number of units used to measure the perimeter of a shape. [3.1.4, 3.2.7, 3.3.1] • Compare and order the perimeter of two or more shapes and explain reasons

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				using appropriate language. [3.1.4, 3.2.7, 3.3.1] • Calculate the perimeter of regular and irregular plane shapes. [3.1.5, 3.2.8, 3.3.2] • Solve problems involving perimeter. [3.1.5, 3.2.8, 3.3.2]
Mass/Weight 3.1.6 Develop measurement sense and apply appropriate techniques when measuring, making comparisons and estimates. 3.1.7 Understand that	3.2.9. Identify grams as a standard unit for measuring mass/weight and measure mass/weight of objects in grams. 3.2.10. Compare, measure and estimate	3.3.3. Demonstrate the need for accuracy and precision with respect to measure. 3.3.4. Develop a sense of inventiveness and collaboration in	4. Demonstrate appropriate techniques when measuring, estimating, and quantifying mass/weight. 5. Solve problems involving	• Recognize the need for a unit smaller than the kilogram to measure mass/weight. [3.1.6, 3.1.7, 3.2.9, 3.3.3] • Measure the mass/weight of objects in grams. [3.1.6, 3.1.7, 3.2.9, 3.3.3] • Measure and compare the masses/weights of objects in kilograms and grams using a set of scales. [3.1.6,

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
measures can be quantified using standard units. 3.1.8 Understand the relationship between units of measure (kg and g). 3.1.9 Solve problems involving mass/weight.	mass/weight in kilograms and grams and determine the reasonableness of answers or estimates. 3.2.11. State the relationship between the kilogram and gram and select and use the most appropriate standard unit for measuring mass/weight. 3.2.12. Solve problems involving the measure of	solving real-life problems in relation to measures.	measures of mass/weight.	3.1.7, 3.2.9, 3.2.10, 3.3.3] • Recognize that 1 000 grams is equal to one kilogram. [3.1.8, 3.2.11, 3.3.3] • Estimate the mass/weight of objects, verify their mass/weight by measuring and determine reasonableness of estimate. [3.1.6, 3.1.7, 3.2.10, 3.3.3] • Convert units of measure (grams to kilograms, kilograms to grams). [3.1.8, 3.2.11, 3.3.3] • Interpret statements, and discuss the use of grams and kilograms, on commercial packaging. [3.1.8, 3.2.11, 3.3.3] • Solve real-life problems involving mass/weight, number and money. [3.1.9, 3.2.12, 3.3.4]

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	mass/weight.			
Time 3.1.10 Develop measurement sense and apply appropriate techniques when measuring using instruments. 3.1.11 Read, interpret and record calendar dates in a variety of formats. 3.1.12 Solve problems involving time.	3.2.13. Read and tell time in five minute intervals on analog and digital clocks. 3.2.14. Recognize and use a.m. and p.m. in communication of information on time. 3.2.15. Tell time using a 24 hour clock. 3.2.16. Compare the duration of	3.3.5. Appreciate the functional role of the measurement of time in their everyday lives. 3.3.6. Demonstrate confidence in ones abilities to estimate and measure time.	6. Apply measurement principles, including using an instrument, to solve a wide variety of problems. 7. Read, interpret and record calendar dates in a variety of formats.	• Tell time in five minute intervals using the digital and analog clocks. [3.1.10, 3.2.13, 3.3.5, 3.3.6] • Match times shown on digital and analog clocks and record the time. [3.1.10, 3.2.13, 3.3.5] • State the time after given intervals on analog and digital clocks. [3.1.10, 3.2.13, 3.3.5] • Read and record time using the a.m. and p.m. notation and justify the need for such records. [3.1.10, 3.2.14, 3.3.5] • Read times from a 24 hour clock and match to the analog and digital times.

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	various events. 3.2.17. Read, interpret and record calendar dates in a variety of formats. 3.2.18. Solve real-life problems involving the measure of time.			[3.1.10, 3.2.15, 3.3.5] • Compare the duration of a variety of events by noting the starting and ending times and calculating the difference. [3.1.10, 3.2.16, 3.3.5] • Use the calendar to identify and read dates. [3.1.11, 3.2.17, 3.3.5] • Write, read and interpret dates in a variety of formats, e.g. yyyy/mm/dd, dd/mm/yyyy, March 21, 2006, dd/mm/yy. [3.1.11, 3.2.17, 3.3.5] • Solve problems involving time. [3.1.12, 3.2.18, 3.3.6]
Capacity 3.1.13 Develop measurement	3.2.19. Explain the need for and the importance of a	3.3.7. Appreciate the functional role	8. Demonstrate appropriate techniques	• Explain the need for and the importance of a smaller standard unit

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
sense and apply appropriate techniques when measuring, approximating, estimating and verifying capacity. 3.1.14 Understand that measures can be quantified using standard units. 3.1.15 Understand the relationship between units of measure. 3.1.16 Solve problems involving capacity.	smaller standard unit of measure for capacity. 3.2.20. Measure capacity using standard units (litres, sub-units (millilitres (ml), ½ litre and ¼ litre) and multiple units (e.g. 3 litres). 3.2.21. Estimate capacity and determine the reasonableness of the answers or estimation. 3.2.22. Establish the relationship between the litre	of the measurement of capacity in their everyday lives. 3.3.8. Demonstrate confidence in solving problems related to the measurement of capacity.	when measuring capacity. 9. Solve problems involving measures of capacity.	of measure for capacity. [3.1.13, 3.1.14, 3.2.19, 3.3.7] • Measure the capacity of containers using sub-units and multiple units of the litre and justify choice of unit. [3.1.13, 3.1.14, 3.2.20, 3.3.7] • Measure the capacity of containers using the litre and the millilitre. [3.1.13, 3.1.14, 3.2.20, 3.3.7] • Estimate the capacity of containers in litre and millilitre, verify by measuring and determine reasonableness of estimate. [3.1.14, 3.2.21, 3.3.7] • State the relationship between the litre and millilitre and convert from one to the other. [3.1.15, 3.2.22, 3.3.7] • Approximate measure of capacity to

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	and millilitre. 3.2.23. Approximate measures to the nearest litre. 3.2.24. Solve real-life problems involving the measure of capacity.			the nearest litre. [3.1.14, 3.2.23, 3.3.7] • Solve problems involving capacity, number and money. [3.1.16, 3.2.24, 3.3.8]
Area 3.1.17 Understand that measures can be quantified using standard units. 3.1.18 Develop measurement sense and apply appropriate	3.2.25. Explain the need for and the importance of a standard unit of measure for area. 3.2.26. Select and use the most	3.3.9. Appreciate measures in everyday use. 3.3.10. Display a sense of inventiveness in selecting standard units	10. Demonstrate an understanding of measures of area. 11. Solve problems involving	• Explain the need for and the importance of a standard unit of measure for area. [3.1.17, 3.2.25, 3.3.9] • Measure area using standard units (cm^2, m^2) and record measure. [3.1.17, 3.2.26, 3.3.9, 3.3.10]

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
techniques when measuring, making comparisons, approximating and estimating. 3.1.19 Demonstrate an understanding about the conservation of area. 3.1.20 Solve problems involving area.	appropriate standard unit for measuring area (square centimetre - cm^2, square metre - m^2) for small and large surfaces. 3.2.27. Develop skills in the comparison of area and approximation of area to the nearest square metre (m^2) and square centimetre (cm^2). 3.2.28. Calculate area of plane shapes	when measuring area. 3.3.11. Demonstrate confidence in their abilities to calculate and compare area.	measures of area.	• Compare and order area of surfaces and explain reasoning using appropriate vocabulary. [3.1.18, 3.2.27, 3.3.11] • Approximate the area of surfaces to the nearest square metre or square centimetre. [3.1.18, 3.2.27, 3.3.10] • Select the appropriate unit of measure when measuring surfaces of varying sizes and explain the suitability of the unit. [3.1.18, 3.2.26, 3.3.10] • Calculate area of shapes drawn on a cm^2 grid. [3.1.20, 3.2.28, 3.3.11] • Draw different shapes on grids that have the same area. [3.1.20, 3.2.28, 3.3.11] • Explore activities associated with conservation of area and state findings/generalizations. [3.1.19,

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	on a grid with unit squares. 3.2.29. Explore the conservation of area. 3.2.30. Solve problems involving area.			3.2.29, 3.3.11] • Solve problems involving area, number and money. [3.1.20, 3.2.30, 3.3.11]
Language 3.1.21 Develop appropriate vocabulary associated with measurement.	3.2.31. Use appropriate vocabulary in oral and written communication.	3.3.12. Communicate with confidence using language related to measurement. 3.3.13. Demonstrate an appreciation for others by listening to	12. Communicate effectively using vocabulary associated with measurement.	• Use appropriate language associated with measurement, such as: kilometre (km), perimeter, square metre/s (m^2), square centimetre/s (cm^2), millilitre (ml), distance around, calculate, reasonable answer, solve problems, approximation, width, breadth, a.m. and p.m. notation. [3.1.21, 3.2.31, 3.3.12, 3.3.13]

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
		their point of view.		
STATISTICS				
Tally Charts and Bar Graphs 4.1.1. Use statistical techniques to investigate real-life problems. 4.1.2. Demonstrate the ability to collect, classify, organize and represent data. 4.1.3. Demonstrate an understanding about the features of graphs and	4.2.1. Formulate a problem situation. 4.2.2. Collect data (using observation and frequency counts) and classify data through investigation of a problem/question based on a real-life situation. 4.2.3. Identify characteristics of	4.3.1. Demonstrate awareness that numerical data can be communicated visually. 4.3.2. Demonstrate a willingness to predict outcomes based on the interpretation of data. 4.3.3. Display	1. Demonstrate the ability to formulate a problem, collect, organize, represent and interpret data on tally charts and bar graphs (using different scale factors) to make sound decisions and solve problems. 2. Demonstrate an	TALLY CHARTS • Formulate a problem to be investigated e.g. A school plans to purchase equipment for various sports. What type of equipment should be purchased? What amount of material should be purchased? [4.1.1, 4.2.1] • Collect and classify data to make decisions based on a real-life situation or problem. [4.1.1, 4.1.2, 4.2.2, 4.3.3] • Identify the features of tally charts.

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
charts. 4.1.4. Make decisions based on analysis or interpretation of data. 4.1.5. Demonstrate the ability to present findings orally or in writing. 4.1.6. Demonstrate an understanding of the methods used to address the problem. 4.1.7. Make comparisons of the bar graphs with block	tally charts and bar graphs. 4.2.4. Choose an appropriate scale factor in the construction of the bar graph. 4.2.5. Construct tally charts and bar graphs using appropriate symbolic representations. 4.2.6. Interpret data from tally charts and bar graphs based on a real-life problem or situation. 4.2.7. Make informed	objectivity in collecting data so as to eliminate bias when making decisions.	understanding about the features of graphs and charts. 3. Demonstrate an understanding of the methods used to address the problem.	[4.1.3, 4.2.3, 4.3.1] • State the advantages of recording data using tally marks. [4.1.3, 4.2.3, 4.3.1] • Construct, interpret and make decisions based on information on tally charts. [4.1.2, 4.1.4, 4.2.6, 4.2.7, 4.3.2] BAR GRAPHS • Determine the features of bar graphs either through transformation of a block graph to a bar graph or by identifying features from presented (and interpreted) bar graphs. [4.1.3, 4.1.7, 4.2.3, 4.3.1] • Use the frequency counts from tally charts to determine the appropriate scale factor to be used in the construction of bar graphs and justify choice of scale factor. [4.1.3, 4.2.4]

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
graphs.	decisions on data analysed. 4.2.8. Justify decisions made using data collected in writing and/or oral presentations. 4.2.9. Compare and contrast block graphs and bar graphs.			• Calculate the amounts to be represented on the bar graph using the scale factor. [4.1.3, 4.2.4] • Construct bar graphs (vertical or horizontal arrangements) on grid paper based on information collected and using different scale factors (scale factor 1: 1, 2, 5 and 10). [4.1.2, 4.1.3, 4.2.4, 4.2.5, 4.3.1] • Label axes and name the graph. [4.1.3, 4.2.3, 4.2.5] • Interpret and analyse the data so as to make decisions about a real-life situation or problem. [4.1.4, 4.2.6, 4.2.7, 4.3.1, 4.3.2] • Participate in decision-making to solve problems. [4.1.4, 4.2.7, 4.2.8, 4.3.3] • Communicate findings and justify decisions made using appropriate

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				vocabulary (orally or in writing). [4.1.5, 4.2.8, 4.3.3] • Describe the method used to solve the problem or address the situation. [4.1.6, 4.2.8, 4.2.9, 4.3.3] • Discuss the appropriateness of the type of graph used by comparing and contrasting it with a block graph. [4.1.7, 4.2.9, 4.3.3] (Depending on the experiences of students, teachers may decide to start with the interpretation of presented graphs, which can then be used to identify the characteristics of graphs. Graphs can then be appropriately constructed. Graphs can also be transformed from one form to another and this idea can be used to initiate interpretation of the same data using different representations).

DRAFT

MATHEMATICS: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Language 4.1.8. Develop appropriate vocabulary associated with statistics.	4.2.10. Use appropriate vocabulary in oral and written communication.	4.3.4. Communicate with confidence using language related to statistics. 4.3.5. Demonstrate an appreciation for others by listening to their point of view.	4. Communicate effectively using vocabulary associated with statistics.	• Use appropriate language associated with statistics, such as: bar, most frequent and survey. [4.1.8, 4.2.10, 4.3.4, 4.3.5]

DRAFT

Primary School Curriculum

Physical Education

Standard 3

DRAFT

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.

DRAFT

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

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

DRAFT

PHYSICAL EDUCATION: STANDARD 3				
CONTENTS	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Movement Skills And Concepts 1.1.1 Select similar movement concepts in a variety of skills.	1.2.1 Execute movements using shapes, balance and weight transference.	1.3.1 Appreciate and enjoy the aesthetic and creative qualities of movement.	1. Apply fundamental movement skills using a variety of movement concepts and sequences.	• Create and execute at least 4/5 movements in a sequence individually, using shapes, balances and weight transference. (1.2.1)
Gymnastic Skills 2.1.1 Explain Side-Scale, handstand and forward roll.	2.2.1 Demonstrate Side- Scale, handstand, forward roll.	2.3.1 Appreciate and enjoy the aesthetic and creative qualities of movement.	2. Perform gymnastic skills with an increased level of control.	• Execute side-scale with correct posture and balance. (2.2.1) • Demonstrate handstand with legs, arms and body almost vertical (2.2.1) • Execute forward roll from a hand stand into a forward roll. (2.2.1)
Specialised Skills- Locomotor & Manipulative 3.1.1 Explain basic technique in	3.2.1 Execute running, throwing,	3.3.1 Participate	3. Apply learned Locomotor and	Demonstrate:- • Running technique in –

DRAFT

PHYSICAL EDUCATION: STANDARD 3				
CONTENTS	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
running, throwing, catching, jumping, and striking in various disciplines.	catching jumping, and striking activities for the various disciplines. 3.2.2 Practise using equipment and facilities appropriately. 3.2.3 Demonstrate basic technique in throwing, catching, striking with increased level of difficulty. 3.2.4 Apply skills in lead-up and modified game situations.	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.	Manipulative skills in introductory phase of Lead-up Games.	track & field- starts. • 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 (with a bat) & football (with the feet). (3.2.1, 3.2.3, 3.2.4) • Correct technique when using equipment and proper use of facilities.(3.2.2)
Healthy Habits 4.1.1 Describe health benefits that result from regular and	4.2.1 Practise drinking water and eating	4.3.1 Foster positive team spirit,	4. Employ healthy habits as part of	• Practise personal hygiene (using rag, soap,

DRAFT

PHYSICAL EDUCATION: STANDARD 3				
CONTENTS	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
appropriate participation in physical activity. 4.1.2 Monitor the intake of water, fruits and vegetables. 4.1.3 Wash hands and face after physical activity. 4.1.4 Explain personal hygiene.	healthy foods- fruits and vegetables. 4.2.2 Practise washing hand and face after physical activity. 4.2.3 Practise personal hygiene.	sportsmanship and competition. 4.3.2 Develop healthy habits and practices in their daily lifestyle.	their daily life style 5. Work cooperatively with partners or in small groups to complete assigned tasks.	deodorant.) (4.2.2,4.2.3) • Monitor water intake in pairs (journals - observing and recording. (4.2.1) • Monitor and record daily intake of fruits and vegetables. (4.2.1) • Wash hands and face after physical activity. (4.2.2) • Share in team work towards a common goal. (4.3.1) • Assume leadership roles and responsibility. (4.3.1)
Safe Practices 5.1.1 Recognise that specific attire is required for Physical Education	5.2 1 Use suitable attire for Physical	5.3 1 Be suitably attired for Physical	6. Conform to rules that promote safety and	• Wear appropriate attire suitable for physical activities- loose fitting,

DRAFT

PHYSICAL EDUCATION: STANDARD 3				
CONTENTS	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Classes.	Education Classes.	Education Classes.	suitability of attire while participating in physical activities.	soft and comfortable.

DRAFT

Primary School Curriculum

Science

Standard 3

DRAFT

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.

DRAFT

How Is Science Teaching Structured?

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

Skills:

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

Concepts:

1. **Individuals and groups**:
   Students engage in grouping things to appreciate their unique characteristics as well as variations that may exist among them.
2. **Forms and functions of structures and mechanisms:**
   Students relate the usability of everyday structures and mechanisms to the properties or features that inform their design and construction.
3. **Systems and Interactions among them:**
   The connections that exist among components of the various systems of living and non-living things are explored. Students develop a greater understanding of the environment as they evaluate the effectiveness of the systems studied.
4. **Conservation and sustainability of natural resources:**
   Students consider the impact of human actions in order to appreciate the delicate balance that exists between human needs and those of the environment.

DRAFT

SCIENCE:STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Individuals and Groups: 1.1.1 Discriminate among the stages in the life cycle of animals showing complete metamorphosis.	1.2.1 Draw annotated diagrams of the stages in the life cycle of animals.	1.3.1 Be objective when representing scientific information as a drawing.	1. Understand that some animals go through different stages in growth.	• Explain the stages of the metamorphosis process. o egg o larvae o pupa and o adult (1.1.1,1.3.1) • Classify common animals as those that undergo complete metamorphosis. o mosquito o house fly o butterfly and o frog. (1.1.1,1.2.1,1.3.1) • Draw and label diagrams to illustrate life cycles of named organisms. Diagrams should: o be clear and clean; o contain smooth lines;

DRAFT

SCIENCE:STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
2.1.1 Examine distinguishing features in animals and plants that allow for variation and adaptation.	2.2.1. Illustrate distinguishing features through scientific drawings.		2. Recognize that variation within a species exists as a result of adaptation.	○ be large (> half page); ○ be properly labelled and ○ contain appropriate titles. (1.1.1, 1.2.1, 1.3.1) • Differentiate among some of the distinguishing features of animals and the uses of such features as: ○ limbs; ○ head and ears; ○ eyes (predator, prey); ○ camouflage; ○ fins and gills; and ○ external covering. (2.1.1, 2.2.2) • Differentiate among some of the distinguishing features of plants e.g. ○ leaves – size, shape (including cacti)

DRAFT

SCIENCE:STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				○ external covering (bark, leaf, flower colour). (2.1.1,2.2.1)
Form and Function: 3.1.1 Investigate the separation of soluble solids from solutions.	3.2.1 Measure temperature using a thermometer. 3.2.2 Manipulate variables to identify the factors that affect the separation of soluble solids from solutions. 3.2.3 Make inferences from data	2.3.1 Be efficient when using materials to avoid wastage.	3. Understand that the solute and solvent can be separated from solutions.	• Design and conduct experiments to separate solutions of ○ Salt/sugar and water. (3.1.1,3.2.2,2.3.1) • Explain that temperature and surface area facilitate the separation of mixtures. • Manipulate, use and label the parts of a thermometer. (3.2.1)

DRAFT

SCIENCE:STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
4.1.1 Examine the external parts of the flower.	recorded. 4.2.1 Draw external flower parts and label each clearly.	3.3.1 Be careful when handling delicate materials and fragile equipment.	4. Differentiate amongst the external parts of the flower.	• Draw and label the external parts of the flower showing: o Petals, Sepals o Anther, Filaments (parts of the stamen) o Style, Stigma (parts of the pistil). (4.1.1,4.2.1,3.3.1)
Systems and Interaction: 5.1.1 Justify the need to protect aquatic habitats including wetlands.	5.2.1 Construct an argument in support of initiatives to protect wetlands.	4.3.1 Be aware of their responsibility to preserve wetlands.	5. Understand the delicate nature of aquatic habitats.	• Differentiate amongst aquatic habitats as: o rivers, o ponds, o swamps, and o marine environments. (5.1.1,4.3.1) • Explain how natural factors

DRAFT

SCIENCE:STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				affect aquatic environments. ○ climate and weather ○ temperature change ○ drought and flooding ○ overpopulation ○ predator/prey relationship ○ food supply. (5.1.1,5.2.1,4.3.1) • How human activities affect aquatic environments. ○ pollution ○ over exploitation, indiscriminate use of resources ○ introduction of non-native species. (5.1.1,5.2.1,4.3.1) • Construct food webs to illustrate the feeding relationships among common animals in

DRAFT

SCIENCE:STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
6.1.1 Justify that interdependency exists among plants and animals.	6.2.1 Construct information about food webs using graphic representation. 6.2.2 Predict the impact of the introduction of non-native or loss of native species.		6. Understand that interdependency exists among plants and animals.	○ terrestrial habitats and ○ aquatic habitats. (6.1.1, 6.2.1) • Predict the impact of: ○ introduction of non-native species ○ loss of native species. (6.1.1, 6.2.2)
Conservation and Sustainability: 7.1.1 Examine the uses of solar energy as an alternative to fossil fuels.	7.2.1 Construct an operational definition of alternative energy based on	5.3.1 Share their views CONFIDENTLY via multiple methods.	7. Appreciate solar energy as an alternative to fossil fuels.	• Differentiate between alternative forms of energy and fossil fuels. (7.1.1,7.2.1,5.3.1)

DRAFT

SCIENCE:STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	observations.			• Explain some ways that solar energy can be used. (7.1.1,7.2.1,5.3.1) • Explain the benefits of solar energy as being: o clean, o renewable and o readily available due to our tropical location. (7.1.1,7.2.1,5.3.1)
8.1.1 Evaluate the effects of pollution: • on land, • in air, and • in water.	8.2.1 Present arguments against pollution.		8. Evaluate the effects of pollution: • on land, • in air, and • in water.	• Differentiate among land, air and water pollution. (8.1.1) • Discuss the effects of pollution on land, air and water. (8.1.1, 8.2.1) • Discuss simple strategies for reducing pollution. (8.1.1)

DRAFT

SCIENCE:STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				• Justify why pollution must be reduced. (8.1.1, 8.2.1)

DRAFT

Primary School Curriculum

Social Studies

Standard 3

DRAFT

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.

DRAFT

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.

DRAFT

SOCIAL STUDIES: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Oceans That Link And Divide Us 1.1.1 Examine the location of Trinidad and Tobago in relation to the Caribbean territories – closest to, farthest from, directions, geographic divisions • Greater Antilles • Lesser Antilles • Windward and Leeward Islands • South and Central America territories 1.1.2 Name the water bodies which surround the Caribbean Region.	1.2.1 Map the location of the Caribbean territories and surrounding water bodies.	1.3.1 Recognize our Caribbean neighbours. 1.3.2 Develop an appreciation for the resources of the surrounding seas and oceans.	1. Recognise the location of Trinidad and Tobago in relation to Caribbean territories. 2. Develop an understanding of the importance of the surrounding water bodies to the people of the Caribbean.	• Describe the location of Trinidad and Tobago in relation to four different Caribbean territories. [1.1.1, 1.2.1, 1.3.1] • Locate two Caribbean countries in the various geographic divisions. [1.1.1, 1.2.1] • Name and locate on a map three water bodies which surround the Caribbean region. [1.1.2,1.2.1] • Explain in three ways the importance of the surrounding water bodies to the people of the

DRAFT

SOCIAL STUDIES: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
1.1.3 Explain the importance of the surrounding water bodies to the people of the Caribbean: • recreation • employment • trade 1.1.4 Identify how actions and attitudes of man affect marine biodiversity in the Caribbean Sea: • fishing • sewage disposal • factories/ business • garbage disposal	1.2.2 Critically analyse the benefits of the surrounding water bodies. 1.2.3 Gather information through research from various sources on how human activity can affect marine biodiversity.	1.3.3 Develop awareness for conservation of the ocean bounty. 1.3.4 Cultivate a desire for a harmonious relationship between the environment and personal health.		Caribbean. [1.2.2, 1.1.3] • Write in six to seven sentences two ways that the ocean bounty can be conserved. [1.3.1, 1.3.2, 1.3.3] • Create posters showing the effects of human activity on the marine biodiversity of the Caribbean Sea. [1.1.4, 1.2.3, 1.3.3, 1.3.4]

DRAFT

SOCIAL STUDIES: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Different But The Same 2.1.1 Examine the history of Trinidad and Tobago: • from where the different ethnic groups came • why the different ethnic groups came? • where the various ethnic groups settled?	2.2.1 Locate on a map the places from which the various ethnic groups came. 2.2.2 Locate on a map the places where the various ethnic groups settled. 2.2.3 Use a graphic	2.3.1 Develop respect and appreciation for our heritage.	3. Understand why the various ethnic groups came to Trinidad and Tobago and know where they settled.	• Explain why any two ethnic groups came to Trinidad and Tobago. [2.1.1] • Write the names of places where any two ethnic groups settled. [2.1.1]

DRAFT

SOCIAL STUDIES: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
2.1.2 Recognize the contributions of our ancestors to our society: • food • religion • dress • music and dance • art/ craft • social structure • language • artefacts • historical sites • folklore (beliefs and practices) • political influences • education • place names etc.	organiser to show the contributions of our ancestors.	2.3.2 Value the preservation of our cultural heritage.	4. Know the contributions made by our ancestors.	• Show with pictures/ realia and explain orally or in seven or eight written sentences contributions made by our ancestors to our society. [2.1.2] • State two contributions made by any one of our ancestral group: - Spanish - French - British - Africans - East Indians - Chinese - Mid- Easterners [2.1.2] • Recognize any form of our

DRAFT

SOCIAL STUDIES: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
2.1.3 Examine the fusion of cultural interactions to create new cultural forms which are present and unique to Trinidad and Tobago.	2.2.4 Gather information from primary sources (e.g. interviews, field visit) and secondary sources. 2.2.5 Design simple questions for interview. 2.2.6 Decide appropriate method of reporting. 2.2.7 Analyse	2.3.3 Appreciate the inputs of the various ethnic groups in the creation of a unique culture. 2.3.4 Appreciate national unity in our multicultural society.	5. Understand and value the cultural fusion that creates unique cultural forms within our multicultural society. 6.Know that	ancestral heritage when shown in a picture. [2.1.1,2.2.4] • Give two reasons why preservation of our nation's heritage is important. [2.3.1, 2.3.2] • State three or four examples of our cultural fusion (music, food and dance) that represent a combination of two or more cultural origins. [2.1.3]. • Explain in a paragraph two benefits of bringing together cultural

DRAFT

SOCIAL STUDIES: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	reasons for the emergence of unique cultural forms. 2.2.8 Gather information from primary sources (e.g. interviews) and secondary sources. 2.2.9 Classify information	2.3.5 Appreciate the contribution of their ancestors in shaping the society of today. 2.3.6 Develop social consciousness.	cultural forms: **a.** have an impact on individuals. **b**. evolve over time. 7. Know the threads that link	forms.[2.1.3,2.2.7,2.3.3,2.3.4] • Create a scrapbook which shows the evolution of one of the cultural forms that is unique to Trinidad and Tobago. [2.1.3, 2.2.7, 2.3. 3, 2.3.4, 2.3.5]. • Create a graphic organiser to demonstrate the linkages among the Caribbean countries.

DRAFT

SOCIAL STUDIES: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
2.1.4 Examine common threads which shape us as Caribbean people: - Common History • slavery and indentureship • agriculturally based economy • Crown Colony - sports - music - disaster management		2.3.7 Appreciate the benefits of having Caribbean neighbours.	Trinidad and Tobago to the Caribbean.	[2.1.4,2.2.8,2.2.9]
In An Interdependent World 3.1.1 Differentiate between immigration and emigration.	3.2 Assess the impact of human migration during the last ***50***	3.3 Appreciate the contribution of immigrants and	8. Develop an understanding of the effects of	• State in four to five lines the difference between immigration and emigration. [3.1.1]

DRAFT

SOCIAL STUDIES: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
3.1.2 Explain why people have migrated into and out of Trinidad and Tobago during the last *50 years.*	***years*** on the social and cultural life of Trinidad and Tobago.	migrants to the social and cultural life of Trinidad and Tobago.	migration and immigration on the social and cultural life of Trinidad and Tobago.	• Explain three ways human migration during the last 50 years has influenced their society. [3.1.2, 3.2, 3.3]

DRAFT

Primary School Curriculum

Spanish

Standard 3

DRAFT

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

DRAFT

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.

DRAFT

SPANISH: STANDARD 3			
CONTENT/SKILLS	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**

1.1.1. Name in Spanish the bodies of water that surround Trinidad and Tobago.
(El Mar Caribe, El Golfo de Paria, El Océano Atlántico, El Canal de Colón)
 	
1.1.2. Name in Spanish the bodies of water that surround the Caribbean islands.
(El Mar Caribe, El Océano Atlántico, El Golfo de Méjico)
 	
1.1.3. Identify Spanish vocabulary related to oceans/seas.
(el mar, el pez, el barco, el marinero, el pescador)
	1.2.1. Engage in exploration of language through comparing words of different languages.
	
	1.2.2. Engage in exploration of language through comparing words of different languages.
	
	1.2.3. Engage in exploration of language through comparing words of different languages.
		1. Read and recall the Spanish words for selected English words/phrases.	• Recognise the Spanish names for the bodies of water:
			  • that surround Trinidad and Tobago.
			(Caribbean Sea, Gulf of Paria, Atlantic Ocean, Columbus Channel) [1.1.1]
			  • that surround the Caribbean islands.
			(Caribbean Sea, Atlantic Ocean, Gulf of Mexico) [1.1.2]
			
			• Orally state the Spanish words for:
			sea, water, fish, boat, sailor, fisherman. [1.1.3]

2.1.1. Recognise that English words are derived from other languages. *(Spanish, French, Anglo-Saxon, Latin)*	2.2.1. Appreciate the similarities among languages.	2. Demonstrate an awareness of the nature and interaction of languages by comparing	• Identify 4 languages from which many English words have been derived. [2.1.1]

DRAFT

SPANISH: STANDARD 3			
CONTENT/SKILLS	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
		their native language to other languages.	
3.1.1. Compare and contrast selected celebrations in Trinidad and Tobago with a named Spanish-speaking country. (*Venezuela)*	3.2.1. Be aware of and appreciate cultural similarities and differences.	3. Compare and contrast cultural practices between their country and another.	• Research and present information on 3 celebrations in their country and 3 in a Spanish-speaking country. [3.1.1] • List similarities and differences between 3 celebrations in their country and 3 in a Spanish-speaking country. [3.1.1]
4.1.1. Describe in Spanish, simple weather conditions related to tropical climate. *¿Qué tiempo hace? (Hace sol, Hace calor, Está lloviendo, Hace viento, Está nublado)*	4.2.1. Engage in exploration of language through comparing words of different languages.	4. Read and recall the Spanish words for selected English words/phrases.	• Orally describe the day-to-day tropical weather conditions. *(It's sunny, It's hot, It's raining, It is windy, It's cloudy)* [4.1.1]
5.1.1. Identify in Spanish and locate selected Spanish-speaking countries and their capitals in the Caribbean and South America.	5.2.1. Engage in exploration of language through comparing words of different	5. Provide information on countries of the Caribbean.	• Name in Spanish and locate on a map of the Caribbean and South America, 6 Spanish-speaking

DRAFT

SPANISH: STANDARD 3			
CONTENT/SKILLS	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
(Venezuela, Cuba, Puerto Rico, Panamá, México, Colombia) 5.1.2. Identify official languages spoken in the Caribbean. *(English, Spanish, French, Dutch)*	languages. 5.2.2. Be aware of language differences in the Caribbean.		countries. *(Venezuela, Cuba, Puerto Rico, Panamá, México, Colombia*.) [5.1.1] • Identify the capitals of these 6 countries. [5.1.1] • List the official languages spoken in the Caribbean and give 1 example of a Caribbean country where each official language is spoken. [5.1.2] • Make a broad statement pertaining to language differences in the Caribbean. [5.1.2]
6.1.1. Express in Spanish words of welcome to others. *(Bienvenido, Bienvenida)* 6.1.2. Explore how to welcome others in	6.2.1. Be aware and appreciative of other languages and customs.	6. Demonstrate hospitality and appreciation for others of different cultures.	• Use appropriate phrases in Spanish to welcome others. [6.1.1] • Welcome others in languages as

DRAFT

SPANISH: STANDARD 3			
CONTENT/SKILLS	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
other languages as may be known to students. *(French, Yoruba, Hindi, Arabic, Mandarin)* *(Bienvenue, Eku abo, Swaagatam, Af'wan, Huānyíng)* 6.1.3. Explore common welcoming gestures.	6.2.2. Be hospitable to visitors.		may be known to students. [6.1.2.] • Demonstrate awareness and appreciation of 2 gestures of welcome. [6.1.3]
7.1.1. Greet others in Spanish and in other languages as may be known to students. *(Hola, Salut, Pranaam, Assalamou alykoum , Bawo-ni , Nǐ Hǎo)*	7.2.1. Be aware and appreciative of other languages and customs. 7.2.2. Be hospitable to visitors.	7. Demonstrate hospitality and appreciation for others of different cultures.	• Greet others in Spanish and other languages as may be known to students. [7.1.1] *(Spanish, French, Hindi, Arabic, Yoruba, Mandarin)* • Demonstrate awareness and appreciation of other languages and customs through speech and actions. [7.1.1]
8.1.1. Recognise that selected phrases commonly used in Trinidad and Tobago are derived from the Spanish language.	8.2.1. Appreciate the Spanish influence in Trinidad and Tobago.	8. Demonstrate an awareness of the nature and interaction of languages by comparing their native language to other	• List/recite 5 phrases commonly used in Trinidad and Tobago which originate from the Spanish language. [8.1.1]

DRAFT

SPANISH: STANDARD 3			
CONTENT/SKILLS	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
8.1.2. Recognize that some words used in the English language are adopted from other languages. *(Spanish, French, Latin)*	8.2.1. Be aware of the relationship among languages.	languages.	• List/recite 10 words from foreign languages that have been adopted by the English language e.g. *fiesta, debris.* [8.1.2] • Demonstrate a greater awareness and appreciation of similarities among languages. [8.1.2; 8.2.1]

DRAFT

Primary School Curriculum

Visual and Performing Arts

Standard 3

DRAFT

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.

DRAFT

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

DRAFT

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.

DRAFT

VAPA: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				
1.1.1 Recognise that a combination of materials can be used to create 3-dimensional objects.	1.2.1 Construct models using various sculptural materials.	1.3.1 Appreciate aesthetic qualities of form. 1.3.2 Enjoy working creatively.	1. Construct a model of a boat using the assemblage or constructional method of sculpting.	• Construct a model of a boat by sticking or gluing various sculptural materials including coconut shells, fabric, sticks, paper, straws, string, etc. together. (1.1.1, 1.2.1, 1.3.1, 1.3.2)
2.1.1 Understand that the elements and principles of design can be used in creating textiles.	2.2.1 Create replicas of flags using paint on fabric.	2.3.1 Develop leadership skills through group-work.	2. Use paint on fabric to create replicas of flags of Caribbean countries.	• Work in groups to create a textile no smaller than 20 cm x 30 cm by painting at least one replica of a flag of a Caribbean country onto fabric. (2.1.1, 2.2.1, 2.3.1)
				
1.1.1 Understand how rhythm and	1.2.1 Respond to a wide range of	1.3.1 Work well with others.	1a. Use a wide range of accompaniment to	• In groups, create a one- minute

DRAFT

VAPA: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
dynamics can be incorporated to produce dance works.	accompaniment (live and recorded) to design sequences and dances.		stimulate movement ideas. 1b. Move appropriately to musical selections of various tempi (speeds).	piece, using 6 movements which incorporate fast, slow and moderate tempi.(1.1.1, 1.2.1, 1.3.1)
2.1.1 Deepen their understanding of their heritage.	2.2.1 Interpret and portray folk-tales individually or with others.	2.3.1 Appreciate and respect their cultural heritage.	2a. Interpret through movement the characteristics of a folk- lore character. 2b. Map out a floor pattern in general space, showing the beginning, middle and end of the dance.	• Create a group piece which depicts a folk-lore character, using 5 movements, incorporating one floor pattern (e.g. diagonal, circle, line) with a clear beginning, middle and end. (2.1.1, 2.2.1, 2.3.1)
3.1.1 Understand the process involved in making a video to showcase selected styles/ themes of the Caribbean.	3.2.1 Research, prepare and present a video to showcase selected styles/ themes of the Caribbean.	3.3.1 Accept the views of others.	3a. Make relevant preparations for video in terms of rehearsal and sourcing appropriate costuming and	• Work in groups to prepare adequately for a video presentation, through 2-4 rehearsals and procurement of relevant costumes and makeup. (3.1.1, 3.2.1, 3.3.1)

DRAFT

VAPA: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
			makeup. 3b Operate varied media to video tape pieces	• Each group takes turns in operating media (e.g. camera phones/video cameras) to videotape pieces performed by other groups (3.1.1, 3.2.1)
				
1.1.1 Understand the functions of basic techniques of flashback and flash-forward.	1.2.1 Use flashback and flash-forward techniques in the development of a scenario.	1.3.1 Develop an appreciation for their oceans and beaches.	1. Create a scenario based on the theme *Oceans*, incorporating the techniques of flashback and flash forward.	• Create 2 short scenarios on the theme *Oceans* which include 2 flashback/flash forward scenes. (1.1.1, 1.2.1, 1.3.1)
2.1.1 Gain a deeper understanding of Trinidad and Tobago's festivals.	2.2.1 Present improvised scenes based on sacred and secular festivals.	2.3.1 Develop an appreciation for their local sacred and secular festivals.	2. Present improvised scenes based on sacred and secular festivals.	• Work in groups to present two improvised scenes from either a secular or sacred festival of Trinidad and Tobago.(2.1.1, 2.2.1, 2.3.1)
3.1.1 Compare the similarities and differences among festivals of Trinidad &	3.2.1 Demonstrate actions that are similarly and differently done in festivals in	3.3.1 Display tolerance when viewing or participating in unfamiliar festivals.	3. Create scenarios in small groups that show similarities and differences in festivals of Trinidad	• Collaborate in small groups to create and present scenarios which highlight similarities and differences observed in two local

DRAFT

VAPA: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Tobago.	Trinidad & Tobago.		& Tobago.	festivals that were viewed live, recorded or re-enacted. (3.1.1, 3.2.1, 3.3.1)
4.1.1 Gain an awareness of the features of festivals from other Caribbean countries.	4.2.1 In small groups, create presentations based on festivals from other Caribbean countries.	4.3.1 Develop an appreciation of their Caribbean based festivals.	4. Create presentations based on festivals from other Caribbean countries.	• In small groups, create a presentation which showcases one festival from one Caribbean country. (4.1.1, 4.2.1, 4.3.1)
				
1.1.1 Recognize the impact of dynamics in music.	1.2.1 Play simple pieces from memory on melodic instruments. 1.2.2 Apply dynamics to familiar songs (loud/soft, crescendo/ decrescendo).	1.3.1 Enjoy musical activities.	1. Play simple pieces from memory on melodic instruments, using proper technique and appropriate dynamics.	• Play 2 pieces from memory on melodic instruments using proper technique and appropriate dynamics (loud/soft, crescendo-(gradually getting louder and /decrescendo-gradually getting softer). (1.1.1, 1.2.1, 1.2.2)
2.1.1 Recognize the importance of proper diction as it	2.2.1 Sing simple folk, traditional and nation building		2. Sing simple folk, traditional and nation building songs	• Sing folk, traditional and nation building songs independently and in groups with proper

DRAFT

VAPA: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
relates to good singing.	songs independently and in groups.		independently and in groups.	diction.([2.1.1, 2.2.1)
3.1.1 Become aware of meter in music.	3.2.1 Differentiate between simple duple, triple and quadruple meter.	3.3.1 Develop critical thinking skills.	3. Differentiate between simple duple, triple and quadruple meter.	• Differentiate between simple, duple, triple and quadruple meters by using appropriate movements to identify the strong and weak beats (clapping, tapping, stamping, patting). (3.1.1, 3.2.1, 3.3.1)
4.1.1 Identify popular Caribbean artistes and their music.	4.2.1 Research the music of some popular Caribbean artistes and document their findings using varied media.	4.3.1 Work co-operatively in groups 4.3.2 Develop critical thinking skills.	4. Research the music of some popular Caribbean artistes and discuss and document their findings using varied media.	• Research the music of two popular Caribbean artistes and document their findings using a combination of at least three varied media (e.g. pictures, text, audio and video recordings). (4.1.1, 4.2.1, 4.3.1, 4.3.2)
5.1.1 Understand how musical concepts and elements can be combined to compose songs, raps and jingles.	5.2.1 Compose and perform songs, raps and jingles on selected topics.	5.3.1 Recognise their creativity. 5.3.2 Develop self-confidence.	5. Compose and perform songs, raps and jingles on selected topics.	• Apply understanding of *pitch*, *rhythm*, *texture*, *dynamics* and *structur*e to compose and perform one song/rap/jingle on a selected topic. (5.1.1, 5.2.1, 5.3.1, 5.3.2)

DRAFT

Primary School Curriculum

Values, Character and Citizenship Education

Standard 3

DRAFT

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.

DRAFT

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.

DRAFT

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.

DRAFT

V.C.C.E.: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Trustworthiness: Prioritizing Loyalty 1.1.1 Begin to understand that they need to prioritize their loyalties. **Courage** 2.1.1 Define in their words what is meant by the term "courage". 1.1.1 Begin to understand the need to be courageous in helping others.	3.2.1 Communicate the importance of sincerity and candour in building and maintaining trust.	1.3.1 Use knowledge of what is considered good, fair and right to determine to whom primary loyalty should be given.	1. Demonstrate deepening understanding of loyalty and moral courage	• Define the term "courage". (2.1.1) • Describe 1-2 ways in which loyalty is displayed. (1.1.1) ➢ Be present when needed for support or assistance. ➢ Speak well of persons or entity to whom loyalty is owed. • Distinguish between loyalty owed to pairs of the following persons 1) family, 2) friends, 3) classmates, 4) schoolmates and fellow citizens. (1.1.1, 1.3.1) • Determine to whom primary loyalty is owed by using 2-3 established criteria to assess a given situation. (1.1.1) ➢ Is it fair to all concerned? ➢ Is it the right thing to do? (Will I break any rules/laws by doing this?) ➢ If I don't speak or act what are some of the things that could happen? (1.3.1) • Tell the truth even when it is difficult to do so. (3.1.1, 3.2.1) • Cite 2-3 benefits of 1) sincerity and 2) candour (3.2.1)

DRAFT

V.C.C.E.: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Fairness: **Suspending Judgement** 5.1.1 Begin to understand that information should be assessed before judgements are made.	5.2.1 Develop a repertoire of at least three problem solving strategies. 5.2.2 Use appropriate sources of information to deliberate on matters before making decisions.	4.3.1 Practice being fair towards others. 3.3.1 Display a willingness to delay judgment until having gathered and evaluated relevant information. (Children are less inclined to be hasty in responding to situations in which conflict arises.)	2. Demonstrate a deepening understanding of fairness. 3. Act fairly	• Determine steps that can be taken to arrive at the fairest course of action in a given situation. (5.2.1) • State 2-3 possible consequences of failing to assess information before making a judgement. (5.1.1) • Make fair decisions- Habitually gather and interpret relevant information before making decisions. (4.3.1, 5.1.1, 5.2.2) • Delay judgement until after hearing all sides of a story or until sufficient applicable data has been gathered. (4.3.1, 5.1.1, 5.3.1)

DRAFT

V.C.C.E.: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Respect for our Caribbean Neighbours 6.1.1 Describe ways in which respect can be shown for persons from other Caribbean states.	6.2.1 More consistently critique their actions for the purpose of improving their behaviour and attitudes.	6.3.1 Demonstrate a healthy respect for persons from other Caribbean states despite their varied cultural practices.	4. Demonstrate a deepening understanding of respect. 5.Respect Caribbean neighbours	• Describe ways in which respect can be shown for persons from other Caribbean nations. (6.1.1) ➢ Discuss matters related to "protocols": ✓ What are they? ✓ Why are they important? • Evaluate past responses to and present views of Caribbean neighbours with a view to becoming more respectful. (6.2.1) • Speak positively (focus on the merits of) Caribbean culture. (6.3.1) • Use appropriate courtesies and terms of reference when addressing or speaking of Caribbean neighbours.(6.3.1)
Becoming a Caring			4. Demonstrate	• Detail 2-3 ways in which oceans

DRAFT

V.C.C.E.: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Caribbean Citizen 7.1.1 Recognise that the oceans around us help to sustain life. 8.1.1 Describe ways in which they can show care for the ocean and its resources on a sustained basis. ***Becoming a Caring***	7.2.1 Create action plans in harmony with abilities, interests and beliefs to protect the ocean from over exploitation through the use of various media. *7.2.1 Create action plans in harmony with abilities,*	7.3.1 Be more willing to engage in activity that promotes sustainability of ocean life. 7.3.2 Cooperate in group activities. *7.3.1 Be more willing to*	growing awareness of the importance of oceans and of the need to care for them. 5.Care for the Ocean.	sustain life: (7.1.1) ➢ Provide a habitat for living organisms; ➢ Pay a significant role in the hydrological cycle and ➢ Act as food source for living organisms. • Describe orally, in writing, through drama, visual art and ICT 3-4 ways in which children can demonstrate care for the ocean: (8.1.1) ➢ Avoid indiscriminate dumping of refuse (particularly the disposal of garbage in waterways); ➢ Engage in restoration efforts- e.g. Become involved in 1) shoreline and waterfront clean-up drives 2) removal of wrecked ships and ➢ Advocate for conservation practices within firms and communities e.g., 1) community marches 2) newsletters 3) creation of blogs. • Initiate and participate in activities that promote care for the ocean. (7.2.1, 7.3.1, 7.3.2)

DRAFT

V.C.C.E.: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Caribbean Citizen	*interests and beliefs to protect the ocean from over exploitation through the use of various media.*[1] 9.2.1 Initiate plans to show care for others beyond our borders. 10.2.1 Participate in activities planned to assist persons (in need).	*engage in activity that promotes sustainability of ocean life.* *7.3.2 Cooperate in group activities.* 9.3.1 Be willing to volunteer assistance to persons in the Caribbean region.	6. Develop interest in welfare of persons beyond our shores .	• Describe 3-4 of the social issues plaguing the Caribbean: ➢ Drug abuse ➢ School drop outs ➢ Street children ➢ Vagrancy ➢ Poverty ➢ Child Labour/Abuse ➢ Human trafficking ➢ Lack of access to education and health care services. • Recommend 2-3 ways in which help can be given to persons plagued by social issues. (9.2.1) • Participate or support efforts to assist persons challenged by social issues. (9.3.1, 10.2.1)
Social Responsibility 11.1.1 Explain why they should behave	11.2.1 Develop a personal	11.3.1 Collaborate with others.	7. Demonstrate deepening understanding of the term responsibility.	• Distinguish between group and individual responsibilities. (12.2.1) ➢ Itemise two (2) distinguishing characteristics of group and

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

DRAFT

V.C.C.E.: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
responsibly at all times	responsibility checklist. 11.2.2 Respond appropriately in situations where responsibility is necessary. 12.2.1 Classify responsibility as either group or individual tasks. 13.2.1 Argue that all individuals must do their part for group responsibility to be effective.	13.3.1. Influence others to do their part in a task.		individual responsibility. • Determine tasks for which they are responsible at home, at school and within the community. (11.2.1) • Develop 2-3 criteria for determining when and in what way they should assume responsibility for tasks. (11.2.2) • Share ideas and make valid contributions to group activities. (11.3.1) • Delineate 1-2 ways in which rules help persons to behave responsibly. (14.1.1)
Responsibility: Rules 14.1.1 Understand that rules	14.2.1 Examine some		8. Give simple justifications for behaving	• Describe three (3) benefits of behaving responsibly. (11.1.1, 13.2.1)

DRAFT

V.C.C.E.: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
help them to be responsible. **Responsibility: Rules**	consequences for being irresponsible 1) at home 2) at School 3) in the community 15.2.1 Consider the importance of making informed choices. 16.2.1 Read and follow decision making steps to solve a problem. 17.2.1 Discuss the steps in making a decision.	15.3.1 Demonstrate the ability to make a decision.	responsibly 9. Demonstrate understanding of the importance of making responsible decisions *11. Demonstrate understanding of the importance of making*	• Describe three (3) consequences of being irresponsible: ○ 1) At home ○ 2) At school ○ 3) In the community. (11.1.1, 14.2.1) • Develop and use 2-3 point arguments to convince others to act responsibly. (13.3.1) • Delineate two (2) benefits of making informed decisions and two (2) consequences of failing to do so. (15.2.1) • Use at least one (1) decision-making strategy to arrive at best possible decisions in given situations. (15.3.1, 16.2.1) • Discuss in 6-8 lines the steps that can be taken to arrive at sound decisions. (15.3.1, 17.2.1)

DRAFT

V.C.C.E.: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	18.2.1 Follow the correct procedure or guidelines to ensure safety at all times. 19.2.1 Discuss bullying. 19.2.2 Identify feelings associated with being bullied.		*responsible decisions* 12. Acknowledge responsibility for personal safety 13. Act responsibly	• Follow safety procedure/guidelines governing: ➢ Use of classroom resources- e.g., scissors and pencils; ➢ Placement of furniture and personal property in relation to exits and access ways ➢ Use of playground facilities. (18.2.1) • Forge and maintain healthy relationships. • Recognise "bullying" and report bullying to relevant authorities. (19.2.1, 19.2.2)

DRAFT

V.C.C.E.: STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
Responsible Behaviour Citizenship- **Rights vs. Responsibilities: Social Justice** 20.1.1 Describe ways in which a balance can be achieved between demands for rights and dedication to responsibilities. 21.1.1 Begin to understand their moral and social responsibilities as citizens**.**	21.2.1 Express views on social issues that exist at home and in the region with confidence. 22.2.1 Use ICT to gather information on current affairs.	20.3.1 Act responsibly when defending their rights. 21.3.1 More readily pay attention to their moral and social responsibilities as citizens.	14. Demonstrate an understanding of the behaviours associated with good citizenship.	• Describe three (3) ways in which to fulfil personal responsibilities. (20.1.1) • Describe three (3) ways in which to defend their rights. (20.1.1) • Be as interested in their rights as in their responsibilities. (20.1.1, 20.3.1) • Describe two (2) moral and two (2) social responsibilities which children have. (21.1.1) • Recommend three (3) ways in which social injustice can be counteracted. (21.2.1) • Volunteer services and participate in activities organised to deal with social issues. (21.2.1, 21.3.1) • Keep informed about current affairs (22.2.1)

DRAFT

V.C.C.E.: STANDARD 3 GLOSSARY	
Trustworthiness	**Trustworthiness: Being worthy of another's trust or confidence.** ***When you are trustworthy, others believe you are loyal and that they can depend on you to try always to say and do the right thing.***
Fairness	**Fairness: Dealing objectively (and impartially) with challenging situations.** ***When you are fair you consider the needs of others when making decisions.***
Respect	**Respect: Regard or concern for one's well-being and that of others.** ***We can show respect for persons and their culture in order to build and maintain healthy relationships.***
Caring	**Caring: Feeling and showing concern and empathy for others. Having compassion.** ***When you are a caring person you do things to keep yourself and others safe and healthy.***
Responsibility	**Responsibility is the characteristic that is based on obligation. A person who is responsible:** • **obeys home, school and safety rules** • **uses self-control** • **is self-disciplined** • **is dependable** • **makes informed decisions** • **shows perseverance** • **sets goals** • **contributes to the good of the whole.**
Citizenship	**Citizenship involves three interrelated concepts: Moral and Social Responsibility, Community Involvement and Political Literacy.** ***A good citizen knows what (s)he can do, what (s)he should do and what (s)he must do.***

DRAFT