



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

**THEMATIC INTEGRATED
PRIMARY SCHOOL CURRICULUM**

**CURRICULUM GUIDES
VALUES, CHARACTER AND CITIZENSHIP EDUCATION
INFANTS 1 – STANDARD 5**

Curriculum Planning and Development Division
2013

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Primary School Curriculum

Values Character and Citizenship

Education

(VCCE)

Infants 1

V.C.C.E INFANT 1				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
Building trust through honesty 1.1.1 Define in their own words what is meant by the terms “honesty” and “dependability”. 2.1.1 Recognise honesty in the classroom and on the playground.			1. Demonstrate a basic understanding of “honesty” and “dependability”. 2. Give simple justifications for acting honestly and dependably.	• Define orally, the terms in 1-2 simple sentences (1.1.1) • Recognise acts from within a classroom or playground context that are associated with these values. (2.1.1) • Describe orally, in 1-2 simple sentences two benefits to be derived from behaving honestly and dependably at school or play. (3.1.1) • Tell the truth as best (s) he knows it. (3.3.1) Strive to complete assigned tasks well and on time (4.3.1)
Building Relationships of Trust 3.1.1 Discuss the importance of honesty and dependability while at school or play. 4.1.1 Determine the benefits	3.2.1 Communicate their thoughts and feelings confidently and	3.3.1 Display honest behaviour.	3. Act honestly and dependably	• Consistently do what is required for group tasks.(4.3.1) • Remind colleagues of the benefits to be derived from behaving honestly and dependably.(4.1.1, 4.3.2)

V.C.C.E INFANT 1				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
of encouraging peers to engage in trustworthy behaviour.	competently. 4.2.1 Critically analyse and evaluate age appropriate dilemmas. 4.2.2 Question themselves to determine most appropriate responses in given situations.	4.3.1 More consistently exhibit dependable behaviours. 4.3.2 Be consistently courageous in their interactions.	4. Encourage others to behave honestly and dependably	• State his or her dilemma in simple, clear terms.(3.2.1) • Develop simple checklist for determining when assistance is needed. (4.2.1, 4.2.2) • Seek advice from an ‘honest’ and ‘dependable’ adult (parent, relative or teacher) if necessary. (4.2.2)
Understanding fairness: Fair and unfair actions 5.1.1 Define in their own words the term “fairness”. 6.1.1 Name the characteristics of a fair person.	5.2.1 Differentiate between fair and unfair actions. 6.2.1 More consistently question themselves to determine if their actions are fair.		5. Determine appropriate responses to age-level dilemmas 6. Demonstrate a basic understanding of “fairness”	

V.C.C.E INFANT 1				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
	6.2.2 Think through possible outcomes of actions before making decisions.			
7.1.1 Explain in their own words the importance of playing fairly.	7.2.1 Negotiate (fairly) with others during group activities. 7.2.2 Illustrate the benefits of fair play. (See Toolkit) 7.2.3 Recommend ways in which the opinions of others can be made known.	7.3.1 Play fairly with others. 7.3.2 Remain more open minded in new or challenging situations.	7. Give simple justifications for behaving fairly	• Define orally in 1-2 simple sentences the term “fairness”. (5.1.1) • Distinguish fair acts from unfair acts.(5.2.1) • Describe orally in 1-2 sentences, 2-3 characteristics of a fair person. (6.1.1) • Explain in simple terms 1-2 benefits of treating others fairly.(7.1.1) • Use verbal and non-verbal forms to illustrate the benefits of fair play.

V.C.C.E INFANT 1				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				(7.2.2) • Await appointed turn patiently (without fretting). (7.3.1) • Set criteria/rules which all players can fulfil when planning for games.(7.3.1) • Invite input/ideas from all players. (7.2.1) • Listen willingly and respectfully to the views of others. (7.2.1, 7.2.3, 7.3.1, 7.3.2) • Use self-questioning to determine what would be fair in a given instance. (6.2.1) • Do a mental walkthrough of intended action and possible outcomes before making decisions. (I wonder what would happen if...?) (6.2.2) • Describe 2-3 means that

V.C.C.E INFANT 1				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				can be used to capture the opinions of others. (7.2.3)
Concept of Respect 8.1.1 Define the term “respect” using age appropriate language. 9.1.1 Begin to understand that respect is communicated in verbal and non-verbal ways.	9.2.1 Communicate their thoughts and feelings peaceably. 9.2.2 Respond appropriately to non-verbal cues.	9.3.1 Interact courteously with others. 9.3.2 Be tolerant of others who are different from them.	8. Play fairly with others 9. Consider what should be done to be fair in given situations	• Define orally in 1-2 simple sentences the term “respect”. (8.1.1) • Describe orally 2-3 ways in which words or actions can be used to display or communicate respect for self and others (peers, relatives, teachers and other adults). (9.1.1, 12.1.1) • Follow verbal instructions given by parents and teachers. (9.1.1) • Follow instructions given by parents or teachers via non-verbal signals (Finger on lips, open hand pointed to a seat, etc.). (9.2.2) • Express disagreement or discontent in a moderate tone-without threats,

V.C.C.E INFANT 1				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				violent language or action. (9.2.1) • Use appropriate courtesies and terms of reference (Sir, Miss, etc.) when addressing or speaking of peers and adults.(9.3.1, 9.3.2,11.3.1)
Self-respect 10.1.1 Recognise that they deserve to be treated well. Respect for others 11.1.1 Recognise that others are as important as they are. 12.1.1 Name ways in which	11.2.1 Act with sensitivity towards others.	11.3.1 Regularly use “terms” that show respect for others. E.g., “Good morning”, “May I...” Please...,” and “Thank you.”	10. Demonstrate understanding of the term “respect” 11. Demonstrate respect for self and others 12. Demonstrate a	• Work and play well with children from a variety of cultural backgrounds (i.e. regardless of ethnicity, socioeconomic status, degree of ‘exceptionality’). (9.3.2, 11.1.1, 11.2.1, 12.3.1) • Firmly but politely correct others who are impolite to them or who ill-treat them (i.e. say unkind things to them). (10.1.1) • Report to a ‘safe’ adult anyone who touches them in an ‘inappropriate’ way or threatens to hurt them.

V.C.C.E INFANT 1				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
respect can be shown for others.		12.3.1 Treat others well in spite of differences (in opinion, appearance and/or status).	basic understanding of the term “Caring”.	(10.1.1)
Care for self and others- 1) Health & Safety 2) Compassion 13.1.1 Define the terms caring, empathy and hygiene. 14.1.1 Describe the characteristics of a caring person.	13.2.1 Practise personal hygiene in their everyday lives. 13.2.2 Discuss ways in which they show empathy for people at home, at school and while at play.	13.3.1 Display a sense of empathy towards peers and others.	13. Care for themselves and others 14. Demonstrate a basic understanding of the term	- Define orally in 1-2 simple sentences the terms “caring”, “empathy” and “hygiene”. (13.1.1) - Describe orally 2-3 characteristics of a caring person. (14.1.1) - Cite 2-3 ways in which they can keep their bodies clean and healthy- a) Regular baths b) wearing clean clothing c) hand washing d) brushing teeth at least twice a day e) eating healthy snacks and balanced meals.

V.C.C.E INFANT 1				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
15.1.1 Describe ways in which persons achieve emotional and physical health and well-being.		15.3.1 Use positive language to refer to themselves. 16.3.1 Respond appropriately to others who may be in need.	“responsibility”. 15. Give simple justifications for behaving responsibly. 16. Act responsibly: - Fulfil responsibilities. - Assume responsibility. - Respond responsibly to challenges. - Accept consequences of irresponsible action.	(15.1.1) - Describe orally, through drama or drawing 2-3 ways in which care for self and others can be demonstrated (i.e. pay attention to safety and emotional well-being). (13.2.2, 15.1.1., 16.1.1, 17.1.1) - Detail orally, through drama or drawing one (1) way in which to 1) “Be a friend to others” and 2) “make the classroom a caring community”. (17.1.1, 18.1.1) - Attempt to keep clothing clean and presentable. (13.2.1) - Wash hands after using the washroom, after playing and before eating. (13.2.1)

V.C.C.E INFANT 1				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				• Be kind to others and themselves. (13.3.1, 15.3.1) • Play safely. (15.1.1,16.1.1) • Console and comfort others who may have been hurt or who may be sad.(13.3.1, 16.3.1) • Assist others who are in need of help. (16.3.1)
Care for self and others- 1) Health & Safety 2) Compassion 16.1.1 Describe ways in which people show that they care for others. 17.1.1 Express ways in which they and others can make the classroom a caring community.			17. Demonstrate a basic understanding of behaviours that should be displayed by a 'good' citizen.	

V.C.C.E INFANT 1				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
18.1.1 Begin to understand what is meant by the expression “Be a friend to others”.				
Understanding Responsibility 19.1.1 Define the term “responsibility”. 20.1.1 Describe the characteristics of a responsible person. 21.1.1 Name and describe responsibilities of persons at home, at school and within the community. ➤ Parents and siblings ➤ Principal, teachers, cleaners, security guard(s) ➤ Garbage collector, maintenance worker, postman, community police, CEPEP workers and religious leaders.	20.2.1 Differentiate between responsible and irresponsible behaviour.	21.3.1 Appreciate the work done at home by parents and siblings. 21.3.2 Show appreciation for the work done by persons on the school compound and in the wider community.		- Define orally in 1-2 simple sentences the term “responsibility”. (19.1.1, 24.1.1, 25.1.1) - Describe orally, through drama or drawing the characteristics of a responsible person. (20.1.1, 20.2.1, 26.1.1)

V.C.C.E INFANT 1				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
Understanding Responsibility 22.1 Begin to understand why they should behave responsibly in all their surroundings.	22.2.1 Justify the need for acting responsibly. 22.2.2 Co-operate in group tasks. 22.2.3 Report concerns about irresponsible behaviour to appropriate persons. 22.2.4 Encourage others to take responsibility at home and at school	22.3.1 Honour commitments made. 22.3.2 Act responsibly 1) in a variety of contexts 2) without supervision. 22.3.3 Work cooperatively with others during group activities. 22.3.4 Work responsibly in teams to solve problems.		- Name two (2) responsibilities that adults from within 1) the home 2) the school 3) the community may have. (21.1.1) - State 1-2 ways in which to appreciate the work done by others. (21.3.1, 21.3.2) - Recognise that obeying rules is being responsible. (22.2.3) - Describe two (2) responsibilities children have while 1) at home and 2) at school (in the classroom and on the playground). (23.1.1, 25.1.1, 26.1.1) - State 2-3 benefits of behaving responsibly. (22.1.1, 22.2.1, 23.2.1, 23.2.3, 23.2.4) - Infer, from given

V.C.C.E INFANT 1				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				scenarios, 1-2 possible consequences for behaving irresponsibly. (26.3.1, 26.3.2) • Complete school and home assignments on time. (22.3.1, 22.3.2) • Work to complete assigned tasks in group activities well and on time. (22.2.2, 22.3.2, 22.3.3, 22.3.4) • Inform the teacher when others fail to act responsibly during group tasks. (22.2.3) • Voluntarily do tasks that will cause individual and group assignments to be completed well and on time. (22.2.4, 22.3.2, 22.3.4, 23.2.2, 25.3.3)
Understanding Responsibility 23.1 Know that families and schools have rules.	23.2.1 Justify why families and schools have rules. 23.2.2 Take part in	23.3.1 Obey home, school and safety rules. 23.3.2 Start to demonstrate safe		• <i>[Voluntarily do tasks that will cause individual and group assignments to be completed well and on time. (22.2.4, 22.3.4, 22.3.2, 23.2.2, 25.3.3)]</i>

V.C.C.E INFANT 1				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
24.1 Begin to understand that a responsibility can be for an individual or for a group. 25.1.1 Know that sometimes you can be asked to be responsible for a task and at other times you can volunteer.	making class rules. 23.2.3 Discuss why rules help them keep safe. 23.2.4 Discuss rules. 25.2.1 Observe situations and respond appropriately. 25.2.2 Start to develop critical thinking skills	habits. 23.3.3 Discuss feelings honestly. 25.3.1 Volunteer to do a task when necessary. 25.3.2 Take leadership actions when appropriate		• Obey rules.(23.3.1) • Choose safe spaces and activities for work and play. (23.3.2) • Evaluate situations so as to determine what would be the most responsible course of action to undertake. (25.2.1, 25.2.2, 25.2.3, 25.2.4, 25.2.5) • Volunteer time and talent at home and school. (25.3.1, 25.3.2) • Face consequences without argument or grumbling. • (26.3.1, 26.3.2) • Evaluate situations so as to determine what would be the most responsible course of action to undertake. (25.2.1, 25.2.2, 25.2.3, 25.2.4, 25.2.5)

V.C.C.E INFANT 1				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
	25.2.3 Think creatively and reason logically. 25.2.4 Make informed decisions. 25.2.5 Form conclusions.	25.3.3 Make decisions and judgements for the good of the group and the completion of a task.		• Volunteer time and talent at home and school. (25.3.1, 25.3.2)
Understanding Responsibility 26.1.1 Begin to understand that when they do not act responsibly they should not try to blame others but should face the consequences of their actions.		26.3.1 Face consequences for choices made or for acting irresponsibly. 26.3.2 Accept responsibility for their actions		• Face consequences without argument or grumbling. (26.3.1, 26.3.2)

V.C.C.E INFANT 1				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
Citizenship: Rights 27.1.1 List some of the basic rights of the child.	27.2.1 Defend their rights and the rights of others.	27.3.1 Be considerate of others.		- State three (3) of the rights to which children are entitled.(27.1.1) - Speak out against acts that threaten their rights and the rights of others. (27.2.1, 27.3.1)
Citizenship: Nationhood 28.1.1 Recognise symbols of nationhood. 28.1.2 Recite the National Pledge and the National Anthem.	28.2.1 Respond appropriately to the playing of the National Anthem or the recitation of the National Pledge.	28.3.1 Portray a sense of national pride. 28.3.2 Communicate positively about symbols of nationhood.		- Recognise images of the National Flag, National Flower, National Birds and Coat of Arms. (28.1.1) - Stand at attention for the playing of the National Anthem and for the reciting of the National Pledge. (28.1.2, 28.2.1, 28.3.1) - Speak with pride about the National Emblems. (28.3.1, 28.3.2)
29.1.1 Identify the President and the Prime Minister.		29.3.1 Demonstrate healthy curiosity about local affairs.		- Recognise images of the President and the Prime Minister. (29.1.1) - Ask questions about national events. (29.3.1)

V.C.C.E.: INFANTS 1 GLOSSARY

Trustworthiness	Being worthy of another's trust or confidence. <i>When someone thinks you are trustworthy, they believe that they can depend on you to tell the truth and to do what you say you will do.</i>
Fairness	Dealing objectively (and impartially) with challenging situations. <i>When you are fair you take turns, you play by the rules and you listen to what others have to say.</i>
Respect	Acknowledging the inherent dignity and worth of every person. <i>When you respect yourself, you treat yourself well. When you respect others, you treat them as you would like to be treated.</i>
Caring	Feeling and showing concern and empathy for others. Having compassion. <i>When you care for yourself you do things to stay safe and healthy. When you care for others you do things to make them feel good about themselves.</i>
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 dependable, • makes informed decisions.
Citizenship	Citizenship involves three interrelated concepts: Moral and Social Responsibility, Community Involvement and Political Literacy. <i>A good citizen knows what (s)he can do, what (s)he should do and what (s)he must do.</i>

Primary School Curriculum

Values Character and Citizenship Education (VCCE)

Infants 2

V.C.C.E: INFANTS 2

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
Building trust through honesty: 1.1.1 Define the terms “honesty” and “loyalty” in their own words 2.1.1 State reasons why he or she should not cheat or steal. Building trust through loyalty to family 3.1.1 Recognise that some family information can be shared while some should be kept to themselves.	2.2.1 Determine the response that is most appropriate in given situations. 2.2.2 Communicate their opinions truthfully yet tactfully.	1.3.1 Display honesty and loyalty in their interactions with others. 2.3.1 Exhibit behaviours that make others trust them even when there is no apparent/immediate reward. 3.3.1 Exercise prudence and discretion in divulging information about family.	1) Demonstrate a basic understanding of the terms “honesty” and “loyalty”. 2) Give simple justifications for behaving trustworthily. 3) Act trustworthily.	Define orally in 1-2 simple sentences the terms “honesty” and “loyalty”. (1.1.1) - State 2-3 reasons for not cheating or stealing. (2.1.1) - Explain (orally) in 1-2 simple sentences two (2) reasons for chosen responses to given situations. (2.2.1) - Use the property of others only after getting explicit permission to do so.(1.3.1, 2.3.1)

V.C.C.E: INFANTS 2				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				• Submit found items to their respective owners or the teacher. (2.3.1) • Comply with rules and instructions during games, competitions and tests. (2.3.1) • Tell the truth- Relate experiences without ‘embellishments’ and share opinions without using language that is hurtful. (2.2.2, 2.3.1) • Differentiate between private information and information that can be shared.(3.1.1, 3.3.1)

V.C.C.E: INFANTS 2

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
The effects of being unfair 4.1.1 Describe characteristics of an open minded person. Acting fairly/Fairness in social interaction 5.1.1 Suggest ways in which they can show fairness to others. Acting fairly/Fairness in social interaction 6.1.1 State in their own words the possible consequences of treating others unfairly. 7.1.1 List ways in which they can respond to situations in which they are being treated unfairly.	7.2.1 Respond appropriately to situations in which others are being treated unfairly.	4.3.1 Be open minded about the view of others before making a final judgement. 5.3.1 More consistently treat others fairly. 5.3.2 Develop an awareness of the challenges faced by senior citizens and the differently abled.	4) Demonstrate a basic understanding of “fairness”.	- Describe orally in 1-2 simple sentences, the behaviours displayed by an open minded person. (4.1.1) - Don’t judge/label others based on past experience with persons who had similar appearance, level of physical ability or level of performance in class. - Be willing to listen to the views of others. - Delineate orally, in writing, through drama or drawing, 2-3 ways in which fairness to others, the differently abled and senior citizens can be

V.C.C.E: INFANTS 2				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
			5) Give simple justifications for behaving fairly 6) Act fairly. 6) Act fairly. 7) Demonstrate basic understanding of the ways in which respect for self and others can be displayed during conflicts and other interactions.	displayed. (5.1.1) - Evaluate situations in which they or others have been treated unfairly to determine the best way to respond. (7.1.1, 7.2.1) - Devise and use a mental checklist of 2-3 questions to determine the best course of action. - State 2-3 consequences of being unfair to others. (6.1.1) - Listen to the views of others before making decisions. (4.3.1)

V.C.C.E: INFANTS 2				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				• Seek to include others in games and activities. (5.3.1, 5.3.2) • Organise self-initiated activities in ways that allow peers with challenges to experience success. (5.3.1, 5.3.2) • Speak out against unfair treatment of peers during playground activities. (7.2.1)
Respond in a respectful manner to conflict 8.1.1 List amicable ways of responding to conflict. 9.1.1 State ways in which they can disagree respectfully with peers.	8.2.1 Determine most amicable solutions to disagreements. 9.2.1 Negotiate with peers to derive win-win solutions.	8.3.1 Display increased level of self-restraint when angry or upset.	8) Behave respectfully during interactions 9) Demonstrate a basic understanding of the term “caring”.	• Describe orally in 1-2 simple sentences effective ways of remaining respectful during disagreements. (8.1.1, 9.1.1) ▪ Use words that help when talking about concerns. (10.1.1)

V.C.C.E: INFANTS 2

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
10.1.1 Differentiate between words that hurt and words that help. Respect: Personal Space and Public Space 11.1 Distinguish between their personal space and that of another person. Respect: Personal Space and Public Space 12.1 Describe appropriate conduct for public spaces.		11.3.1 Demonstrate respect for the personal space of others. 12.3.1 Act in ways that respect others while in public spaces.	10) Show concern for self, others and the environment. 11) Demonstrate a basic understanding of what constitutes responsible behaviour. 12) Give simple justifications for behaving responsibly. 13) Behave responsibly.	▪ Avoid ‘physical action’ as a response. • Suggest 2-3 criteria that can be used to determine the most amicable response in given situations. (8.2.1) • Recognise personal boundaries and boundaries that indicate the ‘personal space’ of other persons. (11.1.1) • Describe orally, in writing, through drama or drawing two (2) ways in which the rights of others can be respected while using public spaces.

V.C.C.E: INFANTS 2				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				(12.1.1) • Speak in a moderate tone and use non-aggressive and non-dismissive language when talking out 'problems.'(8.3.1) • Invite others to share their views on a matter. (9.2.1) • Listen to the views of others when trying to resolve conflicts. (9.2.1) • Maintain respectful (appropriate) distances when speaking with others. (11.3.1) • Consider the rights of others when using commonly shared spaces (public

V.C.C.E: INFANTS 2				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				spaces). (12.3.1) Avoid activities that would disturb the peace or interrupt the activities of others.
Care for school, home and the community. 13.1.1 Define the term “caring”. 14.1.1 List ways to show concern for self and others. 15.1.1 Suggest ways in which they can show care for their classroom, school and immediate environment. Consideration for others at home, school and the environment 16.1.1 List ways to be considerate of others at home, school and		15.3.1 Participate in class discussions. 15.3.2 Respect and care for the environment. 16.3.1 Show concern for the needs of self and others. 16.3.2 Encourage others		- Describe orally in 1-2 sentences the term “caring”. (13.1.1) - Describe orally, in writing, through drama or drawing 2-3 ways of showing concern for 1) themselves 2) others and 3) their immediate environment (a. the classroom, b. the school compound and c. the environs of the community). (14.1.1, 15.1.1) - Recommend orally, in writing, through drama or drawing 3-4 ways in which persons can feel

V.C.C.E: INFANTS 2				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
work. 17.1.1 Through role-play demonstrate ways in which they can care for themselves and others. Consideration for others at home, school and the environment	17.2.1 Model behaviours that would keep themselves and others safe. 17.2.2 Differentiate acts of kindness from acts of unkindness.	to be kind and considerate in their everyday conduct. 17.3.1 Exhibit kindness in varied contexts with relatives, peers and others		safe and happy. (16.1.1, 17.1.1) ▪ Speak positively of themselves and others. (16.1.1) ▪ Work and play safely (avoid activity that can cause injury). (17.1.1) ▪ Help others who are in need. (16.1.1) ▪ Speak in a conversational tone or whisper while others work.(16.1.1) • Work and play safely. (17.2.1) • Obey safety rules. (16.3.1) • Help others. (17.2.2, 17.3.1)

V.C.C.E: INFANTS 2				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				• Avoid wastage of resources. (15.3.1, 15.3.2) • Encourage others to be kind to each other, to avoid littering and to clean up after themselves. (16.3.2, 17.2.1)
Concept of Responsibility 18.1.1 Begin to understand that being responsible means doing what you say you will do. 19.1.1 Begin to understand the value of doing things when they ought to be done. 20.1.1 Demonstrate an understanding that taking care of one's belongings is responsible behaviour.	21.2.1 Justify the need for rules in families and schools. 21.2.2 Follow instructions.			• Describe orally, in writing, through drama or drawing 3-4 behaviours that can be labelled as responsible. (18.1.1, 19.1.1, 20.1.1, 22.1.1, 23.1.1, 26.1.1) ▪ Keep commitments and promises. (18.1.1) ▪ Meet deadlines. (19.1.1) ▪ Take care of personal belongings. (20.1.1) ▪ Exercise self-control. (22.1.1)

V.C.C.E: INFANTS 2

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
Concept of Responsibility 22.1.1 Understand that controlling one's emotions is responsible behaviour. . 23.1.1 State in their own words what is self-discipline. 24.1.1 Explain that resources are those things we have that help us meet our needs in life. 25.1.1 Begin to understand what it means to be resourceful.	22.2.1 Express themselves in an appropriate manner in various situations. 22.2.2 Control emotions in conflicting situations. 23.2.1 Justify the need for self - discipline. 24.2.1 Learn how to manage their resources 25.2.1 Create an item to store resources.	22.3.1 Use self-control in various situations. 22.3.2 Behave respectfully towards others. 22.3.3 Encourage others to respect one another. 23.3.1 Show self – discipline 24.3.1 Manage and take care of their resources.		▪ Be disciplined-exercise patience and diligence. (23.1.1) ▪ Use their resources and classroom resources constructively. (24.1.1, 25.1.1) ▪ Keep personal space tidy.(26.1.1) • Define orally in 1-2 simple sentences the terms “resource”, “resourceful” and “self-discipline”. (23.1.1, 24.1.1, 25.1.1) • Explain orally in 1-2 simple sentences the ways in which rules help persons to behave responsibly. (21.2.1, 23.2.1)

V.C.C.E: INFANTS 2				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				• Cite 1-2 benefits of self-discipline. (23.2.1) • Follow (legitimate) instructions from parents, teachers and other authorised persons (prefects, coaches, trainers, etc.). (21.2.2) • Control emotions in various situations. (22.2.1, 22.2.2, 22.3.1, 22.3.2) • Encourage others to behave in ways that do not worsen problems. (22.3.3) • Do as expected even in the absence of supervision (23.3.1) • Use personal resources and items from within the classroom productively. (24.2.1, 24.3.1, 25.2.1)

V.C.C.E: INFANTS 2

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
Concept of Responsibility 26.1.1 Demonstrate an understanding that keeping the environment clean is responsible behaviour.	26.2.1 Participate in on-going clean-up project at school, home and in the class.	26.3.1 Keep personal space clean and tidy. 27.3.1 Help others even if they are not their friends.	13) Behave responsibly	- Tidy up work area after activities- return materials to their rightful places; dispose of garbage in the recommended manner. (26.3.1) - Assist with activities that will preserve the environment or community. (26.2.1) - Offer suitable assistance to any person who is in need of help. (27.3.1)
Citizenship: Rights vs. Responsibilities 28.1.1 Match their rights to their responsibilities. Citizenship: Becoming involved 29.1.1 Describe ways in which they can make the school and community better.	29.2.1 Report on ways in which they can make their school and community better.	28.3.1 Through their behaviour, demonstrate an understanding of the basic rights of the child. 29.3.1 Participate in community activities.	14) Demonstrate a basic understanding of behaviours displayed by a 'good' citizen.	- Describe orally, in writing, through drama and drawing 2-3 of the rights to which children are entitled and their attendant responsibilities. (28.1.1) - Defend their rights and fulfil their

V.C.C.E: INFANTS 2				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				Representative and Member of Parliament.(30.1.1) • Recognise the name of their respective local government representative and Member of Parliament when written or spoken. (30.1.1)

V.C.C.E.: INFANTS 2 GLOSSARY

Trustworthiness	Trustworthiness: Being worthy of another's trust or confidence. <i>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.</i>
Fairness	Fairness: Dealing objectively (and impartially) with challenging situations. <i>When you are fair you take turns, you play by the rules and you listen to what others have to say.</i>
Respect	Respect: Regard or concern for one's well-being and that of others. <i>When you respect yourself, you take good care of yourself. When you respect others, you treat them as you would like to be treated.</i>
Caring	Caring: Feeling and showing concern for self and empathy for others. Having compassion. Showing care for the environment. <i>When you are a caring person you do things to show concern. When you care for the environment you do things to keep the environment clean.</i>
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.
Citizenship	Citizenship involves three interrelated concepts: Moral and Social Responsibility, Community Involvement and Political Literacy. <i>A good citizen knows what (s)he can do, what (s)he should do and what (s)he must do.</i>

Primary School Curriculum

Values Character and Citizenship Education (VCCE)

Standard 1

V.C.C.E: STANDARD 1

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
Trustworthiness: Building a good reputation 1.1.1 Describe the characteristics of a dependable person. Trustworthiness: Understanding social responsibility 2.1.1 Define the term “community spirit”. 2.1.2 Describe ways in which they can contribute to the building of community spirit within the family, school and	1.2.1 Purposefully engage in reflection so as to recognise behaviours/habits they need to continue or discontinue in order to become a more dependable individual. 2.2.1 Propose ways to build community spirit at home, at school and within the community.	1.3.1 Display dependability on a more consistent basis.	1) Demonstrate a basic understanding of the following terms: good reputation, “community spirit” and dependability. 2) Act dependably.	- Define the key terms in 2-3 written simple sentences. (1.1.1, 2.1.1) - Recognise acts from within the home, school and community that represent these values. (1.1.1, 2.1.2) - Recommend ways in which community spirit can be built within the family, school and community. (2.2.1) - Use journaling as a means to record and review actions. (1.2.1) - Consider consequence of past action when making decisions. (1.2.1) - Complete assigned tasks on time and as required on a consistent basis. (1.3.1) - Can be relied on to make positive contributions to classroom activities. (1.3.1)

V.C.C.E: STANDARD 1

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
community.				
Being fair to those who may be challenged 3.1.1 State ways in which they can be open to the needs of those who may be “challenged” and/or “disadvantaged”. Fairness: Understanding the need for rules 4.1.1 List some classroom and playground rules. 5.1.1 Justify and show respect for rules.	3.2.1 Communicate their thoughts about unjust acts. 4.2.1 Propose rules for the classroom and the playground.	3.3.1 Allow classroom colleagues, who may be ‘challenged’, to have opportunities to participate in classroom and playground activities. 3.3.2 Be sensitive and empathetic towards those who may be ‘challenged’.	3) Demonstrate a basic understanding of the terms: “challenged/disadvantaged persons” and “unjust acts”. 4) Give simple justification for the existence of rules. 5) Act fairly and promote fairness.	- Describe in 2- 3 written simple sentences the meaning of the key terms. (3.1.1, 3.2.1) - Detail orally, in writing, through drama or Visual Art 2- 3 means of being fair to persons who are disadvantaged or challenged. (3.1.1) - Evaluate the impact of unfair classroom and playground practices on those involved. (3.2.1) - Use 2-3 self-developed criteria for making assessments. - Explain 1-2 ways in which rules ensure that persons are treated fairly. (4.1.1, 5.1.1) - Treat others, regardless of differences, fairly- 1) play by the rules, 2) include others in

V.C.C.E: STANDARD 1				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
			5) Act fairly and promote fairness.	activities and 3) allow access to school and classroom facilities/resources. (3.3.1, 3.3.2, 5.1.1) • Act on behalf of others to ensure that they are treated fairly. (3.3.1, 3.3.2) • Recommend rules that would ensure that everyone has a fair chance during classroom and playground activities. (4.2.1)
Respect for Authority 6.1.1 Explain why their parents, teachers, leaders, elders and persons in authority ought to be respected. Respect for cultural and religious diversity 7.1.1 State ways in which they can show respect for the cultural and	7.2.1 Demonstrate an understanding that all persons in spite of their	7.3.1 Remain tolerant and open minded while interacting with	6) Demonstrate basic understanding of the terms “person in authority” and tolerance.	• Define in 1-2 written simple sentences the key terms. (6.1.1) • Describe orally and in writing 2-3 ways in which they can show respect for the religious and cultural practices of other citizens. (7.1.1) • Describe three (3) ways in which respect for the national flag and other emblems can be shown. (8.1.1) ▪ Keep the flag from touching the ground.

V.C.C.E: STANDARD 1

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
religious practices of other citizens of Trinidad & Tobago. Respect for the National Emblems 8.1.1 Describe ways in which respect is shown for the national flag and other national emblems.	background deserve respect. 7.2.2 More consistently manage their emotions while interacting with others.	others of different cultural and religious backgrounds. 7.3.2 Act with civility when interacting with others.	7) Give simple justification for respecting peers and adults. 8) Demonstrate self-respect and respect for others. 8) Demonstrate self-respect and respect for others.	▪ Do not use the flag for decoration. ▪ Do not use the flag to hold or carry anything. • State two (2) reasons why (peers and) adults should be respected. (6.1.1) • Address and respond to peers, parents, teachers, other adults and persons in authority courteously- use appropriate courtesies and terms of reference. (7.2.1, 7.3.2) • Speak of the merits and value that other cultural and religious groups bring to the community. (7.2.1) • Maintain pride in their cultural heritage. (7.2.1) • Engage in healthy conversation with persons from other religious and cultural backgrounds. (7.2.2, 7.3.2)

V.C.C.E: STANDARD 1

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
				Disagree with the views of others without resorting to name-calling. (7.2.2, 7.3.1, 7.3.2)
Caring for my Country 9.1.1 Identify ways in which care for the country can be exhibited. Caring for my Country 10.1.1 Explain ways in which they can contribute to the development of the country.	10.2.1 Research means through which care for others can be displayed at home, school and in their country. 10.2.2 Organise assistance for others who may be in need of care and try to bring a sense of comfort to them.	9.3.1 Display national pride. 10.3.1 Display kindness and empathy towards others who would have contributed to the development of the country. 10.3.2 Volunteer and assist others.	9) Demonstrate a basic understanding of the terms: “national pride” and “nation building”. 10) Demonstrate care for the country and appreciate the contributions made by citizens.	- Discuss in 4-5 sentences ways in which care for the country and for its citizens can be displayed. (9.1.1, 10.2.1) - Evaluate means suggested for developing the country. (10.1.1) - Recommend appropriate means through which contributions can be made to the development of Trinidad and Tobago by students of their age.(10.1.1) - Cite work done by any two (2) Trinidadians and any two (2) Tobagonians to highlight means through which persons can contribute to national development. (9.1.1, 10.1.1) - Detail in 2-3 sentences contributions made to the

V.C.C.E: STANDARD 1

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
				nation by at least one outstanding Trinidadian and at least one outstanding Tobagonian. (9.3.1) • Commit to developing their skills and abilities so as to be able to contribute to the development of the nation. (10.1.1) • Celebrate senior citizens as persons who would have helped to develop Trinidad and Tobago. (10.3.1) • Volunteer to offer appropriate assistance to senior citizens in the community. (10.2.2, 10.3.1, 10.3.2)
Understanding Responsibility 11.1.1 Understand that a responsible citizen is a citizen who lives harmoniously with others.	11.2.1 Work collaboratively with others. 11.2.2 Recognise the benefits of	11.3.1 Cooperate. 11.3.2 Display tolerance.	11) Demonstrate a basic understanding of what constitutes responsible behaviour.	▪ Describe in 2-3 sentences orally or in writing and through Visual Art ways in which a person can act responsibly. ▪ Live harmoniously with others- 1) control emotions in disputes, 2) co-operate with

V.C.C.E: STANDARD 1

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
12.1.1 Identify feelings.	participating in groups. 12.2.1 Learn ways to deal with emotions	12.3.1 Display the ability to exercise control over feelings and emotions.		others and 3) consider other people when engaging in activities. (11.1.1, 11.2.1) ▪ Co-operate with others to complete assigned tasks. (11.2.1, 11.2.2, 11.3.1, 11.3.2) ▪ Use appropriate vocabulary to label feelings and describe conflicts. (12.1.1, 13.1.1) ▪ Control emotions during conflict and other situations. (12.2.1, 12.3.1, 13.2.1, 13.2.2, 13.3.1, 13.3.2) ▪ Resist negative peer pressure. (14.1.1) ▪ Persist and persevere-continue to work towards worthwhile goals in spite of failure (cite an example of a national who persevered to support his point). (16.1.1, 16.2.1) ▪ Use natural and man-made resources constructively. (17.1.1, 18.1.1, 18.2.1)

V.C.C.E: STANDARD 1

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
				▪ Use time wisely. (17.1.1) ▪ Eat healthy foods, wash hands and exercise regularly. (19.1.1)
Understanding Responsibility 13.1.1 Understand the meaning of conflict.	13.2.1 Recognise and value differences in others. 13.2.2 Practise self-discipline in conflicts.	13.3.1 Resolve conflicts in an acceptable way to all involved. 13.3.2 Solve problems in different ways	12) Explain the role rules play in helping persons behave responsibly. 13) Behave responsibly Behave responsibly	
14.1.1 Consider the positive and negative effects of peer pressure.				
15.1.1 Understand that rules have rewards and consequences.	15.2.1 Identify the purpose of rules that help people work together.	15.3.1 Accept rewards or consequences for their actions		• Give a simple explanation for rules that maintain harmony among people. (15.2.1) •
16.1.1 Understand that a responsible person is persistent.	16.2.1 Research citizens and one international personality(e.g., sportsman) who	16.3.1 Show perseverance.		

V.C.C.E: STANDARD 1				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
	showed persistence and achieved.			
Understanding Responsibility 17.1.1 Explain that a responsible person is resourceful: 1) Find solutions 2) See value in objects, ideas and people 3) Make wise use of time, talent, energy and mind.	17.2.1 Set a goal to achieve a task. 17.2.2 Make wise use of time.	17.3.1 Find value in something that was meant for another purpose.		• Accept consequences of personal choices. (15.1.1, 15.3.1) • Persevere while problem solving or working on assigned tasks (16.3.1, 17.2.1) • Make sound and responsible use of available resources- ▪ Use personal property and classroom resources for their intended purposes. ▪ Avoid wastage. ▪ Use time wisely. (17.2.2) ▪ Consider possible impacts/effects when using resources innovatively. (17.1.1, 17.3.1) • Participate in activities that preserve the environment- 1) dispose of refuse properly, 2) close taps after use, 3) reduce,

V.C.C.E: STANDARD 1				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
				re-use and recycle everyday items, 4) participate in environmental projects. (18.3.1) Assume more responsibility for those areas of personal health which they can manage. (19.1.1)
18.1.1 State why citizens should preserve the environment.	18.2.1 Report ways to preserve the environment.	18.3.1 Engage in a project to preserve their environment.		
19.1.1 Suggest ways to live a healthy life				
Citizenship: Rights vs. Responsibilities 20.1.1 Differentiate between rights and responsibilities. 20.1.2 Understand that with rights come responsibilities	20.2.1 Communicate their views/opinions on rights and responsibilities			
.Citizenship: Becoming involved 21.1.1 Describe ways in		20.3.1 Value the	14) Demonstrate a basic understanding of good citizenship	Not only defend his rights and the rights of others but fulfils

V.C.C.E: STANDARD 1

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
which they can become involved in nation building activities. Citizenship: Nation Building 22.1.1 State the ways in which their community plays a part in nation building. Citizenship: Nation Building 22.1.1 State the ways in which their community plays a part in nation building.) 23.1.1 Describe the benefits of becoming involved in voluntary organisations such as 4H,	22.2.1 Share the value of their community with others.	democratic system of government in Trinidad and Tobago. 21.3.1 More willingly volunteer their time and talents to community activity.		his responsibilities. (20.1.1, 20.1.2) • Discuss the importance of rights and responsibilities. (20.2.1) • Cite the merits of the democratic system of government. (20.3.1) • Seek ways in which to help at home, in the classroom, within the school and within the wider community (21.1.1, 21.3.1) • Identify the positive contributions made to the nation by individuals and organisations from within their community (22.1.1) • Speak with pride of their community and the country. (22.2.1)

V.C.C.E: STANDARD 1				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Brownies, Scouts, etc.				• Evaluate the role played by voluntary organisations within the community. (23.1.1) • Detail 2-3 benefits that volunteerism and voluntary organisations bring to the nation. (23.1.1)

V.C.C.E.: STANDARD 1 GLOSSARY

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

Primary School Curriculum

Values Character and Citizenship Education (VCCE)

Standard 2

V.C.C.E. CONTENT STANDARDS: STANDARD 2

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

V.C.C.E. CONTENT STANDARDS: STANDARD 2

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
Building trust by doing the right thing 5.1.1 Recognise that in order to be trustworthy they should always try to do the right thing.				
Being fair to others 6.1.1 Describe ways in which consideration can be shown to others during recreational activities. Social Justice: Consider consequence of unfair practices 7.1.1 State some of the consequences of not giving citizens equal access to resources and	6.2.1 Critically analyse situations to determine the best possible solution to dilemmas. 6.2.2 Consider multiple perspectives before making recommendations. 7.2 Recommend practicable courses of action that can be undertaken to counteract the	6.3.1 Consider the impact of their behaviour on others during recreational activities.	3) Demonstrate a basic understanding of fairness. 4) Give simple justification for acting fairly. 5) Act fairly 6) Demonstrate a basic understanding of the terms: property, sustainability and “respect for the environment”.	• Illustrate through writing, drama or visual representation 2-3 ways in which consideration can be shown for others during recreational activities. (6.1.1) • Describe 2-3 ways in which to be fair to all persons involved in disagreements. (6.2.1, 6.2.2) • Recommend 2-3 ways in which to assist peers who have been treated unfairly during playground and classroom activities. (7.2.1.) • Infer possible consequences of not giving all citizens equal access to resources and opportunities. (7.1.1)

V.C.C.E. CONTENT STANDARDS: STANDARD 2

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
opportunities.	effects of social injustice		7) Give simple justifications for respectful exchanges between persons	• Strive to be fair to others during leisure activities. (6.3.1) • Remind others of the need to be fair while engaging in activities. (6.2.2, 6.3.1)
Respect for Property 8.1 Begin to deepen their understanding of the term “property”	9.2.1 Justify the need for individuals to interact respectfully with each other	9.3.1 Communicate their opinions respectfully.	8) Display respect for self, others and the environment.	• Define in 1-2 written sentences the terms “property” and “sustainability”. (8.1.1, 11.2.1) • Describe 2-3 ways in which respect for the environment can be displayed. (11.1.1) • Cite 2-3 benefits of respecting others while conversing, working or playing. (9.2.1) • Deduce 2-3 consequences of failing to respect others while conversing, working or playing together. (9.2.1) • Cite 2-3 benefits of respect for law. (10.1.1) • Share thoughts and feelings respectfully (9.3.1)
Respect for Law & Order 10.1.1 Give reasons why persons should respect laws governing property rights, access to public places and community		10.3.1 Consistently demonstrate respect for the property of others (e.g., avoid praedial larceny)		

V.C.C.E. CONTENT STANDARDS: STANDARD 2

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
resources. Respect for the Environment 11.1 Describe ways in which respect for the environment can be demonstrated.	11.2.1 Examine the ways in which respect can boost environmental sustainability.	11.3.1 Consistently demonstrate respect for the natural and man-made environment.		▪ Speak in a moderate tone ▪ Use words that help ▪ Use appropriate titles or terms of reference. • Use other persons' property or consume the goods of others only after having received consent to do so. (10.3.1) • Do not put to ill-use the property of others.(10.3.1) • Consider impact of actions on plant and animal life. (11.2.1, 11.3.1)
Caring for the Environment 12.1.1 Describe the importance of caring for the land at home, school and in the community.	12.2.1 Express ideas that contribute to the enhancement of the environment. 12.2.2 Create a brainstorm map showing ways in		9) Demonstrate a basic understanding of "caring".	• Describe 2-3 ways in which care for the land, air and water can be demonstrated. (13.1.1) • Recommend at least one (1) solution to a given environmental issue- (1) flooding, 2) landslides, 3) smog, 4) build-up of debris/pollutants in water resources). (12.2.2) • Evaluate methods selected for caring

V.C.C.E. CONTENT STANDARDS: STANDARD 2

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
Caring for and Valuing the renewable/non-renewable resources available in the country 13.1.1 Demonstrate an understanding of ways in which respect and care for the natural environment (land, air and water) can be shown.	which they can contribute to the preservation of the environment. 13.2.1 Illustrate the impact of conservation practices and neglect of resources in the country through various forms of media. 14.2.1 Listen critically to the contributions of others.	13.3.1 More consistently use resources wisely. 14.3.1 Display acts of compassion, perseverance, forgiveness, responsibility and commitment.	10) Give simple justification for caring for the land. 11) Care for the land, air and water	for the land. (12.2.2, 13.1.1) • Cite 2-3 benefits of caring for the land. (12.1.1, 13.2.1) • Infer 2-3 possible consequences of failing to care for the land. (12.1.1, 13.2.1) • Avoid littering and dumping of refuse in waterways (12.2.2) • Suggest ways in which to preserve the environment. (12.2.1) • Use only as much of a resource as is necessary to complete a given task. (13.3.1)
Responsibility: Cleanliness 15.1 Summarize that untidiness affects		15.3.1 Keep area and personal things/self-	12) Demonstrate a basic understanding of responsibility	• Describe in 2-3 written sentences responsible behaviours. ▪ Keep personal space clean and tidy. (15.3.1) ▪ Contribute to the upkeep of

V.C.C.E. CONTENT STANDARDS: STANDARD 2

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
everyone Self-Discipline	. 16.2.1 Learn to control emotions 17.2.1 Use their resourcefulness to solve problems and create objects. 18.2.1 Make a time management plan.	clean and tidy. 15.3.2 Take part in an environment project. 16.3.1 Model self-discipline. 17.3.1 Solve problems and display creativity. 17.3.2 Adopt habit of resourcefulness. 18.3.1 Work on goals.	13) Act responsibly	the environment- Beautify and keep clean. (15.3.2) ▪ Be active and helpful. (15.3.2) ▪ Be resourceful-use everyday items in new ways to solve problems. (17.2.1) ▪ Manage tasks well.(18.2.1) • Describe in 2-3 written sentences possible consequences of “untidiness” (15.1.1) • Control emotions- Voice discontent calmly, refrain from physical aggression when displeased. (16.2.1) • Do what is expected willingly. (16.3.1) • Reduce, reuse (constructively) and recycle items so as to preserve the environment. (17.2.1, 17.3.1, 17.3.2) • Sequence assigned tasks so as to have them done on time and as required. (18.2.1) • Set at least one (1) personal goal. (18.3.1)

V.C.C.E. CONTENT STANDARDS: STANDARD 2

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
Citizenship: Rights vs. Responsibilities 19.1.1 Differentiate between rights and privileges. 20.1.1 List some of the rights guaranteed to citizens of Trinidad & Tobago. 21.1.1 Recognise that each citizen has a right to a Standard of Living that is adequate to the health and well-being of himself and his family.		20.3 .1 More consistently consider the rights of others when making decisions.	14) Demonstrate a basic understanding of good citizenship.	• Compare and contrast 2-3 rights and associated responsibilities. (19.1.1) • Describe orally, in writing, through drama, song or Visual Art 2-3 rights guaranteed to citizens of Trinidad & Tobago. (20.1.1) • Develop and use a 2-3 item checklist in order to avoid infringement of the rights of others when making decisions. (20.3.1)

V.C.C.E. CONTENT STANDARDS: STANDARD 2

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
Citizenship: Right vs. Responsibilities 22.1.1 Recognise that citizens have a responsibility to become self-sufficient.		22.3.1 Use their time and talent wisely. 22.3.2 Display positive attitudes to learning. 22.3.3 Make full use of opportunities provided to learn.	14) Demonstrate a basic understanding of good citizenship.	- Describe orally, in writing, through song or Visual Art the basic needs of every human (21.1.1). - Food (Potable) Water - Shelter - Clothing - Discuss 2-3 ways in which persons can become self-sufficient. (22.1.1) - Make good use of class time- pay attention, complete assignments, co-operate with peers and teachers. (22.3.1, 22.3.2, 22.3.3) - Be active and helpful. (23.2.1) - Recommend and assist in ventures geared to support community members. (24.1.1, 24.2.1, 24.3.2) - Support members of the community as they attempt to become self-sufficient. (24.3.1)
Citizenship: Nation Building 24.1.1 Describe ways in which they can help, support and bring a sense of comfort to those who are in need of assistance.	23.2.1 Recognise that citizens have a role to play in Local Government. 24.2.1 Undertake simple initiatives to help persons in need.	24.3.1 Give appropriate support to the efforts of others to seek self-improvement 24.3.2 Be of comfort to those in need.		

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

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

	<i>A good citizen knows what (s)/he can do, what (s)he should do and what (s)he must do.</i>
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INTERIM

Primary School Curriculum

Values Character and Citizenship Education (VCCE)

Standard 3

V.C.C.E. CONTENT STANDARDS: STANDARD 3

CONTENT	SKILLS	DISPOSITION	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”. 3.1.1 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)
		4.3.1 Practice being	2) Demonstrate a	• Determine steps that can be taken

V.C.C.E. CONTENT STANDARDS: STANDARD 3

CONTENT	SKILLS	DISPOSITION	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.	fair towards others. 5.3.1 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.)	deepening understanding of fairness. 3) Act fairly.	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)

V.C.C.E. CONTENT STANDARDS: STANDARD 3

CONTENT	SKILLS	DISPOSITION	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 Caribbean Citizen 7.1.1 Recognise that the oceans around us	7.2.1 Create action plans in harmony with abilities, interests and	7.3.1 Be more willing to engage in activity that	6) Demonstrate growing awareness of the importance of oceans and of the	- Detail 2-3 ways in which oceans sustain life: (7.1.1) - Provide a habitat for living organisms;

V.C.C.E. CONTENT STANDARDS: STANDARD 3

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
help to sustain life. Becoming a Caring Caribbean Citizen 8.1.1 Describe ways in which they can show care for the ocean and its resources on a sustained basis.	beliefs to protect the ocean from over exploitation through the use of various media. 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).	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.	need to care for them. 6) Demonstrate growing awareness of the importance of oceans and of the need to care for them. 7) Care for the Ocean. 8) Develop interest in	▪ 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 ▪ 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) • Describe 3-4 of the social issues

V.C.C.E. CONTENT STANDARDS: STANDARD 3

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
			the welfare of persons beyond our shores. 8) Develop interest in the welfare of persons beyond our shores.	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 responsibly at all times	11.2.1 Develop a personal responsibility checklist. 11.2.2 Respond appropriately in situations where responsibility is necessary.	11.3.1 Collaborate with others.	9) Demonstrate deepening understanding of the term responsibility.	• Distinguish between group and individual responsibilities. (12.2.1) ▪ Itemise two (2) distinguishing characteristics of group and 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

V.C.C.E. CONTENT STANDARDS: STANDARD 3

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
	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.	10) Give simple justifications for behaving responsibly.	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) • Describe three (3) benefits of behaving responsibly. (11.1.1, 13.2.1)
Responsibility: Rules 14.1.1 Understand that rules help them to be responsible.	14.2.1 Examine some consequences for being irresponsible 1) at home 2) at School 3) in the community 15.2.1 Consider the importance of	15.3.1 Demonstrate the ability to	10) Give simple justifications for behaving responsibly.	• 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

V.C.C.E. CONTENT STANDARDS: STANDARD 3

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
	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. 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.	make a decision.	11) Demonstrate understanding of the importance of making responsible decisions. 12) Acknowledge responsibility for personal safety 13) Act responsibly.	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) • 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)

V.C.C.E. CONTENT STANDARDS: STANDARD 3

CONTENT	SKILLS	DISPOSITION	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)

V.C.C.E.: STANDARD 3 GLOSSARY

Trustworthiness	Trustworthiness: Being worthy of another's trust or confidence. <i>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.</i>
Fairness	Fairness: Dealing objectively (and impartially) with challenging situations. <i>When you are fair you consider the needs of others when making decisions.</i>
Respect	Respect: Regard or concern for one's well-being and that of others. <i>We can show respect for persons and their culture in order to build and maintain healthy relationships.</i>
Caring	Caring: Feeling and showing concern and empathy for others. Having compassion. <i>When you are a caring person you do things to keep yourself and others safe and healthy.</i>
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. <i>A good citizen knows what (s)he can do, what (s)he should do and what (s)he must do.</i>

Primary School Curriculum

Values Character and Citizenship Education (VCCE)

Standard 4

V.C.C.E. CONTENT STANDARDS: STANDARD 4

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
Trustworthiness: Communication & Trust 1.1.1 Describe elements of effective communication. Acceptable Disclosure 2.1.1 Know when it is acceptable to disclose 'secrets' and to whom 'secrets' should be disclosed.	1.2.1 Apply principles of effective communication to build and maintain trust within relationships with 1) peers and those in authority. 2.2.1 Assess the advantages and disadvantages of displaying loyalty to one's peers.	2.3.1 Display integrity of character. 3.3.1 Be more discerning when choosing friends or companions.	1) Demonstrate an understanding of the ways in which effective communication helps to maintain trust within relationships. 2) Act with integrity and discretion. 2) Act with integrity	- Describe four (4) elements of effective communication. (1.1.1) - Evaluate the ways in which the elements of effective communication can be used to build trust. Think carefully of: - what is said; - how it is said; - when it is said; and - to whom it is said. (1.1.1, 1.2.1) - Assess situations to determine whether or not secrets should be disclosed. (2.1.1) - Would anyone be hurt or negatively affected if I keep this to myself? - Recognise that persons with whom they associate affect their reputation and the level of confidence others put in them. (2.2.1)

V.C.C.E. CONTENT STANDARDS: STANDARD 4

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
			and discretion.	• Be consistently sincere when sharing information. (2.3.1) • Be selective with respect to persons with whom they associate. (3.3.1) • Treat every person with respect yet associate with persons who encourage them to do what is good and right.
Fairness: Impartiality in decision-making 4.1.1 Identify processes that can be used to make well informed and impartial decisions.	4.2.1 Gather and interpret data from a range of sources before giving their own opinions on matters of local, regional and global interest. 4.2.2 Use the steps of decision-making	4.3.1 Demonstrate an increased capacity for considering multiple perspectives on an issue before making judgements.	3) Demonstrate an understanding of impartiality. 4) Demonstrate a basic understanding of advocacy and social injustice.	• Describe four (4) ways in which to make informed and impartial decisions. (4.1.1) • Discuss, in one paragraph, one (1) process that can be used for making decisions. (4.2.1, 4.2.2) • Define in 2-3 sentences the terms: “advocacy” and “social injustice”. (5.1.1)

V.C.C.E. CONTENT STANDARDS: STANDARD 4

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
Fairness: Advocacy and social justice 5.1.1 Identify situations in which they can display courage to ensure fair treatment of others.	processes competently. 5.2.1 Influence others to be courageous in helping others.	5.3.1 Exhibit concern for persons who have been treated unfairly and display willingness to advocate for the rights of such persons. 5.3.2 Display greater level of sensitivity to issues of social injustice that may have occurred at the local, regional and global levels.	5) Act fairly and display sensitivity to others who need support.	- Describe three (3) ways in which persons can advocate for others. (5.1.1) - Consider the views of others when making decisions. (4.3.1) - Defend the rights of peers who have been treated unfairly.(5.2.1, 5.3.1, 5.3.2) - Initiate and participate in activities geared to help persons who are challenged by social issues. (5.3.1)

V.C.C.E. CONTENT STANDARDS: STANDARD 4

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
Respect for the right to privacy 6.1.1 Recognise that each person has a right to privacy. Respect for self and others 7.1.1 Detail ways in which persons can respect themselves and others.	7.2.1 Respect self and others during exchanges via social media. 7.2.2 Justify the need for self-respect and respect for others.	6.3.1 Demonstrate willingness to consider the implications of using social media to circulate personal information about others. 7.3.1 Demonstrate healthy respect for self through their attitudes and behaviour. 7.3.2 Demonstrate a healthy respect for persons from other places.	6) Demonstrate an understanding of the “right to privacy” and what it entails. 7) Demonstrate deepening understanding of respect for self and others. 7) Demonstrate deepening understanding of respect for self and others. 8) Respect for self and others.	- Describe three (3) ways in which other persons’ “right to privacy” can be respected. (6.1.1) - Discuss three (3) ways in which persons’ right to privacy can be respected while using social media. (6.3.1) - Describe three (3) ways in which respect for self and others can be shown. (7.1.1) - Cite three (3) ways in which respect for self and others can be maintained while using social media. (7.2.1) - Explain why respect for self and others is important. (7.2.2) - Use positive language to refer to themselves and others. (7.3.1, 7.3.2)

V.C.C.E. CONTENT STANDARDS: STANDARD 4

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
Caring: Considerate Use of Media 8.1.1 Describe ways in which they can demonstrate consideration for others while using the media.	8.2.1 Discuss ways in which consideration can be shown for others while using the media. 8.2.2 Use their understanding of caring to apply to their behaviours and actions towards others.	8.3.1 Share ideas that will assist in helping others. 8.3.2 Be considerate of others when using the media.	9) Demonstrate understanding of the ways in which the media can be used with due consideration for others.	- Describe three (3) ways in which media can be used responsibly.(8.1.1) - Share the truth about situations without using hurtful or ‘demeaning’ language. (8.2.1, 8.2.2, 8.3.2) - Consider what needs to be shared. (8.3.1) - Maintain respect for persons’ right to privacy. (8.3.2)
Responsibility & Change 9.1.1 Understand that change is unavoidable.	9.2.1 Recommend ways to deal with change. 9.2.2 Reflect on adjustment to change.		10) Demonstrate an understanding of ways in which to cope with .change	- Describe ways in which to cope with change: (9.1.1, 9.2.1, 9.2.2) - Seek advice from more experienced persons; - Acquire relevant knowledge and skills; or - Develop “staying calm” strategies.

V.C.C.E. CONTENT STANDARDS: STANDARD 4

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
	10.2.1 Examine consequences of choices they make 1) make 2) plan to make 3) made. 11.2.1 Justify choices they make 1) at Home 2) at School 3) at Church 4) within the community. 12.2.1 Develop criteria for determining the appropriateness of websites, music and print, etc.	10.3.1 Make responsible choices for various situations- e.g., when selecting music, websites, print, etc.	11) Give simple justifications for responsible choices. 12) Make responsible choices.	• Detail three (3) consequences of poor choices. (10.2.1) • Describe three (3) benefits of responsible choices. (11.2.1) • Devise a system for making responsible choices re use of websites, music and print. (10.3.1, 12.2.1) • Listen to and view material that is age appropriate. (12.2.1)

V.C.C.E. CONTENT STANDARDS: STANDARD 4

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
Citizenship- Rights vs. Responsibilities: Social Justice 13.1.1 Recognise that all citizens have a right to justice. 14.1.1 Outline options that are available to citizens for seeking redress when their rights have been infringed. 15.1.1 Begin to understand that as they grow their responsibilities as citizens will increase.	15.2.1 Use the media to become and stay an informed citizen.	13.3.1 Appreciate the role played by advocates for social justice. 15.3.1 Begin to consider the ways in which individual choice affects the community and the wider society.	13) Demonstrate an understanding of behaviours displayed by good citizens.	• Discuss three (3) ways in which persons can seek redress for wrongs committed against them. (13.1.1, 14.1.1) ▪ Write letters ○ to the media, ○ to Member of Parliament, ▪ Write petitions, ▪ Lobby public through legal means, ▪ Get Trade Unions involved. • Recommend two (2) ways in which social injustice can be effectively dealt with. (14.1.1) • Describe three (3) responsibilities that they may later have as teenagers and adults. (15.1.1) • Use the print and electronic media to access information and to share useful information. (15.2.1) • Describe three (3) ways in which

V.C.C.E. CONTENT STANDARDS: STANDARD 4

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
				individual choices can affect others.(13.3.1, 15.3.1)

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

Trustworthiness	Trustworthiness: Being worthy of another’s trust or confidence. <i>When you are trustworthy, others believe they can depend on you to be truthful and that they can rely on you to try always to say and do the right thing.</i>
Fairness	Fairness: Dealing objectively (and impartially) with challenging situations. <i>When you are fair you consider the needs of others when making decisions.</i>
Respect	Respect: Regard or concern for one’s well-being and that of others. <i>We can show respect for persons and their culture in order to build and maintain healthy relationships.</i>
Caring	Caring: Feeling and showing concern and empathy for others. Having compassion. <i>When you are a caring person you do things to keep yourself and others safe and healthy.</i>
Responsibility	Responsibility is the characteristic that is based on obligation. A person who is responsible: • Contributes to the good of the whole; • Sets goals and aims to achieve them; • Accepts and fulfils commitment; • Is dependable; and • Takes responsibility for his/her actions.
Citizenship	Citizenship involves three interrelated concepts: Moral and Social Responsibility, Community Involvement and Political Literacy. <i>A good citizen knows what (s)he can do, what (s)he should do and what (s)he must do.</i>

Primary School Curriculum

Values Character and Citizenship Education (VCCE)

Standard 5

V.C.C.E. CONTENT STANDARDS: STANDARD 5

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
Trustworthiness: Building a good reputation 1.1.1 Describe ways of building and maintaining a good reputation.	1.2.1 Consistently and effectively prioritise time to meet deadlines.		1) Demonstrate an understanding of: ▪ Building and maintaining a good reputation and ▪ Ways in which healthy relationships can be built and maintained.	• Describe three (3) ways in which persons can build and maintain a good reputation. (1.1.1) ▪ Tell the truth consistently and discreetly. (2.1.1, 2.3.1) ▪ Meet deadlines. (1.2.1) ▪ Complete assignments as required. (1.2.1) ▪ Think before making commitments. (2.3.1) ▪ Make informed and sound decisions (3.2.1, 3.3.1)
Trust and International Relations 2.1.1 Understand that open and honest communication is important in building and maintaining trust in international relations.	2.2.1 Suggest plausible ways of restoring or strengthening trust among citizens of the global village. 3.2.1 Use various forms of media/ICT to gather and analyse information to make informed decisions on global issues.	2.3.1 Use discretion when keeping promises and speaking the truth. 3.3.1 Revise judgements and change behaviour in light of new evidence.		• Describe three (3) ways in which persons can communicate honestly yet tactfully with others. (2.1.1) • Recommend two (2) ways in which relationships can be strengthened or restored. (2.2.1)

V.C.C.E. CONTENT STANDARDS: STANDARD 5

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
Fairness: Social Justice and Social Responsibility 4.1.1 Explain the terms ‘social justice’ and ‘social responsibility’. 5.1.1 Understand that social justice and social responsibility aid in fostering world peace.	4.2.1 Make decisions after considering what would be socially just in a given situation.	4.3.1 Act in socially responsible ways to counteract the effects of social injustice. 5.3.1 Refrain from carelessly casting blame on certain groups for inequities suffered by other groups. 5.3.2 Listen impartially to others.	2) Demonstrate understanding of social justice and social responsibility.	• Discuss in a short paragraph (6-8 lines) their understanding of the terms and how they foster peaceful relations. (4.1.1, 5.1.1) • Describe three (3) social responsibilities persons may have. (4.1.1) • Volunteer to assist others. (4.3.1) • Avoid stereotyping when ‘assessing’ others. (5.3.1, 5.3.2) • Avoid prejudging others. (4.2.1, 5.3.2)
Respect: Tolerance		6.3.1 Maintain an attitude of tolerance in classroom	3) Display tolerance.	• Speak and relate well with others despite differences. (6.3.1, 7.3.1)

V.C.C.E. CONTENT STANDARDS: STANDARD 5

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
		discussions. 7.3.1 Respect the values, opinions, beliefs, and ideas of others within the global community. 8.3.1 Take pride in/Be proud of the diversity found in Trinidad & Tobago.	3) Display tolerance.	• Cite 2-3 benefits of the cultural diversity found in Trinidad & Tobago. (8.3.1) • <i>[Speak and relate well with others despite differences. (6.3.1, 7.3.1)]</i> • <i>Cite 2-3 benefits of the cultural diversity found in Trinidad & Tobago. (8.3.1)]</i>
Care for the global environment 9.1.1 Understand that caring for the environment around them is crucial to their and others' survival.			4) Demonstrate an understanding of the benefits to be derived from caring for the environment.	• Describe four (4) benefits to be derived from caring for the environment. (9.1.1, 10.1.1)

V.C.C.E. CONTENT STANDARDS: STANDARD 5

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
10.1.1 Recognise that to maintain health and well-being, it is crucial that we take care of the environment.				
Building a Caring Global Community 12.1.1 Identify personal qualities that contribute to the development of	11.2.1 Initiate ideas that will assist in helping others within the global community. 12.2.1 Determine the qualities that make a contributing member of the society.	11.3.1 Exhibit behaviours and leadership skills that show caring for self and others in the community and the rest of the world. 12.3.1 Display patriotism, compassion, unity and good citizenship.	5) Demonstrate an understanding of : ▪ Reasons for caring for self and others ▪ Ways in which they can care for themselves and others. 6) Take action to show care for others.	• Describe two (2) benefits of caring for themselves and others. (11.3.1) • Describe 2-3 characteristics that can contribute to the building of a caring global society. (12.1.1, 12.2.1) • Organise and participate in activities to offer assistance to others. (11.2.1, 11.3.1, 12.3.1)

V.C.C.E. CONTENT STANDARDS: STANDARD 5

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
a caring global society.				
Change, Preparedness and Responsibility	13.2.1 Defend preparedness as responsible behaviour. 14.2.1 Argue that skills are needed to be a successful group member. 15.2.1 Analyse the effects of irresponsibility in group related activities. 16.2.1 Recommend that self-discipline and responsible behaviour are the foundations of good citizenship. 17.2.1 Consider the changes in their	17.3.1 Care for themselves.	7) Demonstrate understanding of responsibility. 8) Give justifications for behaving responsibly. 9) Recognise personal responsibilities.	- Describe three (3) ways in which to be prepared for events and activities. (13.2.1) - Describe three (3) necessary life skills. (14.2.1) - State three (3) effects of irresponsible behaviour on 1) the individual 2) the group. (15.2.1) - Cite three (3) benefits of self-discipline. (16.2.1) - Determine three (3) ways in which they can prepare for changes in their body. (17.2.1) - Take more responsibility for personal health and well-being. (17.3.1)

V.C.C.E. CONTENT STANDARDS: STANDARD 5

CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
	body and the responsibility associated with these changes.	17.3.2 Seek information on maturity.		Name three (3) persons or agencies from which they can get reliable information on changes that will occur as they grow up. (17.3.2)
Citizenship-Rights vs. Responsibilities: Social Justice 18.1.1 Investigate ways in which the media can be used to promote social justice.	18.2.1 Use social media responsibly to advocate for ethical, economic, and social practices. 19.2.1 Use technology to become an informed citizen.	18.3.1 Be responsible in using social media to advocate for ethical, economic and social practices.	10) Demonstrate an understanding of behaviour associated with good citizenship. 11) Become an informed citizen. 12) Become an agent of social change.	- Discuss three (3) ways in which the media can be used as an agent of social change. (18.1.1) - Build public awareness of social issues. (18.2.1) - Highlight efforts/drives in which they can participate. (19.2.1) - Inform of available social services and how they can be accessed. (19.2.1)
Citizenship-Rights vs. Responsibilities: Social Justice	20.2.1 Plan and organise activities	20.3.1 Defend the rights of others in responsible ways.		Determine criteria for assessing the reliability of information accessed from media

V.C.C.E. CONTENT STANDARDS: STANDARD 5				
CONTENT	SKILLS	DISPOSITION	OUTCOMES	ELABORATIONS
Students will:				
	(appropriate) to their level, in response to social injustice.			sources.(18.3.1) • Read print and electronic versions of media to access information. (19.2.1) • Recommend 2-3 ways in which they can use media responsibly to highlight social issues to schoolmates and other young people. (18.2.1, 18.3.1, 20.2.1, 20.3.1)

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

Trustworthiness	Trustworthiness: Being worthy of another's trust or confidence. <i>When you are trustworthy, others believe they can depend on you to be truthful and that they can rely on you to try always to say and do the right thing</i>
Fairness	Fairness: Dealing objectively (and impartially) with challenging situations. <i>When you are fair you consider the needs of others when making decisions.</i>
Respect	Respect: Regard or concern for one's well-being and that of others. <i>We can show respect for persons and their culture in order to build and maintain healthy relationships.</i>
Caring	Caring: Feeling and showing concern and empathy for others. Having compassion. <i>When you are a caring person you do things to keep yourself and others safe and healthy.</i>
Responsibility	Responsibility is the characteristic that is based on obligation. A person who is responsible: • Contributes to the good of the whole; • Sets goals and aims to achieve them; • Accepts and fulfils commitment; • Is dependable; and • Takes responsibility for his/her actions
Citizenship	Citizenship involves three interrelated concepts: Moral and Social Responsibility, Community Involvement and Political Literacy. <i>A good citizen knows what (s)he can do, what (s)he should do and what (s)he must do.</i>