REPUBLIC OF TRINIDAD AND TOBAGO

MINISTRY OF EDUCATION

PRIMARY SCHOOL CURRICULUM

CURRICULUM GUIDES

AGRICULTURAL SCIENCE

INFANTS 1 – STANDARD 5

Curriculum Planning and Development Division
2013

Contents

Primary School Curriculum

Agricultural Science

Infants 1

AGRICULTURAL SCIENCE CURRICULUM – INFANTS 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
1.1.1 Identify plants associated with agriculture.	1.2.1 Classify plants into those that are eaten and those are not eaten.	1.3.1 Enjoy agricultural activities. 1.3.2 Value the importance of plants in agriculture. 1.3.3 Co-operate with team members. 1.3.4 Show respect to others.	1a. Classify agricultural plants into those are eaten and those that are not eaten. 1b. Describe the importance of plants in the lives of humans. 1c. Enjoy agricultural activities.	• Select agricultural plants from a given collection - real or virtual (1.1.1) • Indicate at least two plants, real or virtual, that are eaten, and two that are not eaten (1.2.1) • Display enthusiasm, inclusivity and courtesy while engaging in activities (1.3.1, 1.3.3, 1.3.4) • Describe two ways in which life would be difficult without plants (1.3.2)
2.1.1 Identify animals that are associated with agriculture.	2.2.1 Classify animals into those that are eaten and those that are not eaten. 2.2.2 List three products that are obtained from farm animals.	2.3.1 Value the importance of animals in agriculture.	2a. List animals reared on a farm. 2b. Classify animals into those that are eaten and those that are not eaten. 2c. Recall products of farm animals. 2d. Relate the value of	• Select at least three animals that are reared on a farm from a set of pictures of animals (2.1.1) • Group six pictures of animals into those that are eaten and those that are not eaten (2.2.1) • List three products obtained from farm animals (2.2.2)

AGRICULTURAL SCIENCE CURRICULUM – INFANTS 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
			rearing animals.	• Communicate the need for rearing animals (2.3.1)
3.1.1 Identify objects related to agriculture.	3.2.1 Classify objects into buildings, tools and equipment. 3.2.2 Draw agricultural objects.	3.3.1 Value the importance of buildings, tools and equipment used in agriculture. 3.3.2 Co-operate with team members. 3.3.3 Show respect to others.	3a. Name objects used in agriculture. 3b. Place agricultural objects into named categories. 3c. Illustrate agricultural objects. 3d. Relate reasons for the importance of farm objects. 3e. Collaborate respectfully with team members to perform activities.	• Name at least three objects found on a farm (3.1.1) • Categorize six farm objects into buildings, tools and equipment, while working in groups (3.2.1) • Draw one example of an agricultural object from each category (3.2.2) • Relate one reason each for the importance of buildings, tools and equipment in agriculture (3.3.1) • Display enthusiasm, inclusivity and courtesy while engaging in activities (3.3.2, 3.3.3)
4.1.1 Identify places where plants are grown	4.2.1 Make models of various types of farms/gardens.	4.3.1 Show appreciation for places where plants are grown	4a. Identify the places where plants are cultivated for food.	• Infer three places where plants are grown for food after observation of pictures and/or videos (4.1.1)

AGRICULTURAL SCIENCE CURRICULUM – INFANTS 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
for food.	4.2.2 Draw different types of farms/gardens. 4.2.3 Classify farms/gardens into small and large.	for food. 4.3.2 Display responsibility when making models.	4b. Construct/draw models of various farms/gardens. 4c. Classify farms into stated categories. 4d. Display responsible behaviours when constructing models. 4e. Respect places where plants are grown.	• Construct two models: one of a small farm/garden and one of a large farm/garden (4.2.1) • Illustrate, through drawing, a small and a large farm (4.2.2, 4.2.3) • Name two ways in which we can show respect for the garden (4.3.1) • Display responsible behaviours while engaging in activities (4.3.2)
5.1.1 Identify places where animals are reared for food.	5.2.1 Collect pictures of places where animals are reared. 5.2.2 Classify farms based on the animals reared.	5.3.1 Recognize the value of animal farms. 5.3.2 Collaborate with team members in a fun and enjoyable way.	5a. Identify various types of farms and their products. 5b. Collect relevant pictures for activities. 5c. Describe benefits of animal farms. 5d. Collaborate with	• Name two places where animals are reared for food (5.1.1) • Collect and classify appropriate pictures of places where animals are reared (5.2.1, 5.2.2) • Orally describe two benefits of having animal farms (5.3.1)

AGRICULTURAL SCIENCE CURRICULUM – INFANTS 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
			team members to execute activities with enjoyment.	• Participate in a positive manner with team members in group activity while gathering appropriate pictures (5.3.2)
6.1.1 Provide examples of people who produce and sell food.	6.2.1 Dramatize scenarios illustrating people who produce and sell food.	6.3.1 Display teamwork in dramatization activities. 6.3.2 Enjoy dramatization activities.	6a. Depict occupations of people who produce and sell various foods. 6b. Enjoy dramatization and role-playing activity while displaying teamwork.	• Elicit the jobs or occupations of at least three people who produce and sell food (uncooked, cooked, processed), from listening to songs, jingles or rhymes, or from viewing pictures and/or videos (6.1.1) • Play the role of at least one person who produces and/or sells food (6.2.1) • Display enthusiasm and enjoyment while co-operating and participating in the execution of role-playing activities (6.3.1, 6.3.2)
7.1.1 Describe foods eaten at different meal	7.2.1 Create main meals eaten at different times of the	7.3.1 Demonstrate courtesy to each other.	7a. Explain activities done before having meals.	• Describe the composition of a typical breakfast, lunch and dinner (7.1.1)

AGRICULTURAL SCIENCE CURRICULUM – INFANTS 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
times. 7.1.2 Explain activities engaged in, before eating meals.	day using models and/or pictures. 7.2.2 Demonstrate proper hygiene before eating meals. 7.2.3 Recite prayers before and after eating meals.	7.3.2 Display responsibility at meal times. 7.3.3 Practise positive behaviours at meal times.	7b. Assemble the main meals of the day. 7c. Demonstrate courtesy, responsibility and other positive behaviours at meal times.	• Explain why hands are cleaned and prayers are said before meals are eaten (7.1.2) • Assemble at least one main meal using models or pictures, or from web quest (7.2.1) • Simulate two main activities of: cleaning hands while singing a related jingle, and praying before meals (7.2.2, 7.2.3) • Demonstrate at least two courteous behaviours practised while eating with others (7.3.1) • Display at least one responsible action at meal time (7.3.2) • Illustrate, at minimum, two examples of good table etiquette (7.3.3)
8.1.1 Recognize foods eaten on	8.2.1 Display foods served on a special	8.3.1 Co-operate with others to celebrate a	8a. Recognize foods associated with special	• Select, from a set of pictures of foods or real foods, at least three

AGRICULTURAL SCIENCE CURRICULUM – INFANTS 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
special occasions.	occasion. 8.2.2 Plan and celebrate a special occasion.	special occasion. 8.3.2 Work in a safe manner when handling food. 8.3.3 Respect others' cultural and religious differences. 8.3.4 Participate in and enjoy celebrating special occasions.	occasions. 8b. Plan and celebrate special occasions with co-operation and respect for each other's religious and cultural differences. 8c. Handle food in a safe and hygienic manner.	foods eaten on a special occasion (8.1.1) • Participate in planning, through discussion and co-operation, display of foods relevant to a special occasion (8.2.1, 8.2.2, 8.3.1) • Display at least one safe action and two hygienic practices when handling foods (8.3.2) • Listen to and celebrate with each other during their cultural and religious observances (8.3.3, 8.3.4)

Primary School Curriculum

Agricultural Science

Infants 2

AGRICULTURAL SCIENCE CURRICULUM – INFANTS 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
1.1.1 Outline the main steps in growing plants.	1.2.1 Cultivate a plant from a seed or seedling, using an appropriate potting medium.	1.3.1 Work in teams to grow plants. 1.3.2 Work in a safe manner. 1.3.3 Nurture plants. 1.3.4 Work co-operatively to grow plants.	1a. Communicate the main steps taken to cultivate plants. 1b. Cultivate a plant from a seed or a seedling using an appropriate potting medium. 1c. Work co-operatively and safely in teams to grow and nurture plants.	• Sequence at least three pictures to illustrate the main steps in growing plants (1.1.1) • Cultivate a plant from a seed or seedling in a chosen potting medium (1.2.1) • Work in groups, observing safety rules, to care for plants (1.3.1, 1.3.2, 1.3.3) • Display co-operation when growing plants (1.3.4)
2.1.1 Outline the main steps in the rearing of ornamental fishes.	2.2.1 Rear ornamental fishes employing good environmental practices.	2.3.1 Work in teams to rear ornamental fishes. 2.3.2 Work in a safe manner. 2.3.3 Nurture ornamental fishes. 2.3.4 Work co-operatively to rear	2a. Communicate the main steps involved in rearing animals (fishes). 2b. Rear fishes employing good environmental practices. 2c. Work happily and safely in teams to raise	• Sequence the steps in the rearing of ornamental fishes using pictures (2.1.1) • Communicate, orally, two good environmental practices employed in rearing ornamental fishes (2.2.1) • Work co-operatively and safely in teams while nurturing ornamental fishes

AGRICULTURAL SCIENCE CURRICULUM – INFANTS 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
		ornamental fishes.	and nurture fishes.	(2.3.1, 2.3.2, 2.3.3, 2.3.4)
3.1.1 Understand the handling and preparation of plant produce.	3.2.1 Simulate the handling of plant produce to maintain high quality.	3.3.1 Handle produce in a responsible manner. 3.3.2 Collaborate with team members during activities.	3a. Simulate the handling and preparation practices employed to maintain high quality produce. 3b. Collaborate with team members to perform agricultural activities in a responsible manner.	• Describe at least two handling and two preparation practices that contribute to high quality produce (3.1.1) • Simulate at least two handling and preparation practices that maintain the high quality of plant produce (3.2.1, 3.3.2) • Point out at least two responsible behaviours in handling produce as observed in real/virtual exercises (3.3.1)
4.1.1 Understand the modes of transportation of food, locally and internationally.	4.2.1 Map the journey of a local food from the farm to the home. 4.2.2 Map the	4.3.1 Value the importance of the role of transportation in bringing food to the home.	4a. Explain the various modes of transportation used in moving food locally and internationally, from the places of production to	• Explain drawings done, models made or pictures observed of various modes of transportation, mapping the journey of a local food from the farm to home (4.1.1)

AGRICULTURAL SCIENCE CURRICULUM – INFANTS 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	journey of food produced in a foreign country to home.	4.3.2 Have fun mapping the journey of foods.	home. 4b. Map the pathway of foods, nationally and internationally, from farms to the home. 4c. Cite reasons for the importance of transportation in moving food from farms to homes.	• Sequence pictures in a flow diagram to illustrate the journey from farm to home of (i) a local food, and (ii) a food produced in a foreign country (4.2.1, 4.2.2, 4.3.2) • Explain at least two reasons why transportation for food is necessary (4.3.1)

Primary School Curriculum

Agricultural Science

Standard 1

AGRICULTURAL SCIENCE CURRICULUM – STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
1.1.1 Identify the roles of our ancestors in agriculture.	1.2.1 Dramatize agricultural activities performed by our ancestors.	1.3.1 Empathize with the experiences of routine, discipline, dedication, sacrifice and commitment by our ancestors in agricultural activities through dramatization.	1. Demonstrate, with empathy, the positive qualities experienced by our ancestors in agriculture, using drama.	• Listen to stories to identify the roles which our ancestors played (1.1.1) • Re-enact the role carried out by our ancestors, depicting, with empathy, at least one positive experience (routine, discipline, sacrifice, dedication or commitment) (1.2.1, 1.3.1)
2.1.1 Name categories of purposes for which plants were used by our ancestors, such as: foods, condiments and spices, beverages, medicines, building materials, craft items and religion.	2.2.1 Collect pictures/ specimens of various types of plants used by our ancestors. 2.2.2 Classify plants, based on use by our ancestors, into categories such as: food, beverages, medicines, condiments, spices,	2.3.1 Display responsibility during assigned tasks. 2.3.2 Co-operate with team members during activities. 2.3.3 Display responsibility in project work.	2a. Categorize collected pictures/specimens of plants used by our ancestors into identified groups. 2b. Display responsibility and team spirit during assigned tasks in projects.	• Assemble pictures and/or specimens of plants used by our ancestors to give them a group name (2.1.1) • Group collected pictures/specimens of plants into categories: *foods, spices, beverages, medicine, building materials, craft items and religious purposes* (2.2.2)

AGRICULTURAL SCIENCE CURRICULUM – STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	building materials, and craft and religious items.			• Collect relevant pictures/specimens of plants that were used by our ancestors (2.2.1) • Co-operate with team members to complete tasks and project work (2.3.1, 2.3.2, 2.3.3)
3.1.1 Identify animals used by our ancestors for: food, transportation, pets and religious purposes.	3.2.1 Collect pictures of various types of animals used by our ancestors for food or transport, as pets, and for religious purposes.	3.3.1 Display responsibility during assigned tasks. 3.3.2 Co-operate with team members during activities. 3.3.3 Display responsibility in project work.	3a. Categorize pictures of animals used by our ancestors into identified groups. 3b. Recall names of animals and their associated use by our ancestors.	• Recall at least two animals and their associated uses by our ancestors (3.1.1) • Group collected pictures of animals into categories called *foods, transportation, pets* and *religious purposes* (3.2.1, 3.3.1, 3.3.2, 3.3.3) • Collect relevant pictures of animals in at least three categories that were used by our ancestors (food, transport, pets or religious purposes) (3.2.1)

AGRICULTURAL SCIENCE CURRICULUM – STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
4.1.1 Describe the agricultural folklore practices of our ancestors.	4.2.1 Investigate the agricultural folklore practices of our ancestors. 4.2.2 Document local ancestral agricultural folklore practices through the use of oral presentation, storytelling, songs, poems, written works, ICT, drama, drawings, and puppetry.	4.3.1 Authenticate the agricultural folklore practices of local ancestors through collaboration. 4.3.2 Appreciate local ancestral agricultural folklore practices. 4.3.3 Enjoy investigating our ancestral agricultural folklore practices.	4a. Analyse the authenticity of agricultural folklore practised by local ancestors. 4b. Document ancestral folk practices using one form of media.	• Explain one agricultural folklore practice and why was it carried out (4.1.1) • Enjoy evaluating at least one agricultural folk practice of local ancestors (4.2.1, 4.3.1, 4.3.2, 4.3.3) • Record at least one ancestral folk practice using one form of media (4.2.2)
5.1.1 Identify the components of farms from the era of our ancestors.	5.2.1 Construct a model of a farm/farms from the era of our ancestors.	5.3.1 Display responsibility in doing project work. 5.3.2 Co-operate with team members during activities.	5. Manipulate materials to construct learning about farms of long ago.	• Describe at least three components of a farm from the era of our ancestors (5.1.1) • Construct a model of a farm from the era of our ancestors (5.2.1) • Collaborate with team

AGRICULTURAL SCIENCE CURRICULUM – STANDARD 1				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
		5.3.3 Enjoy constructing models.		members to accomplish tasks in a fun-filled and responsible way (5.3.1, 5.3.2, 5.3.3)

Thematic Integrated

Primary School Curriculum

Agricultural Science

Standard 2

AGRICULTURAL SCIENCE CURRICULUM – STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
1.1.1 Explain the main steps in growing plants, employing good environmental practices.	1.2.1 Grow plants, employing good environmental practices.	1.3.1 Display teamwork when growing plants. 1.3.2 Work in a safe manner. 1.3.3 Demonstrate responsibility in the caring of plants. 1.3.4 Enjoy growing plants.	1a .Grow plants using good environmental practices. 1b. Demonstrate teamwork and safe working habits to grow plants. 1c. Display responsibility in caring for plants. 1d. Enjoy growing plants.	• Sequence the main steps from land preparation to growing a plant (1.1.1) • Describe at least one good environmental practice when growing plants (1.1.1) • Demonstrate the use of safety practices when growing plants (1.3.2) • Collaborate to grow plants (1.2.1, 1.3.1) • Demonstrate responsibility in caring for plants (1.3.3) • Enjoy growing plants (1.3.4)
2.1.1 Explain how to rear fishes, employing good environmental practices.	2.2.1 Rear fishes, employing good environmental practices.	2.3.1 Display teamwork when rearing fishes. 2.3.2 Work in a safe manner.	2a. Explain the procedure and rear fish employing good environmental practices.	• Sequence the steps involved in rearing fishes (2.1.1) • State at least one good environmental practice when rearing fishes (2.1.1, 2.2.1)

AGRICULTURAL SCIENCE CURRICULUM – STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
		2.3.3 Demonstrate responsibility in caring for fishes and the environment. 2.3.4 Develop a nurturing attitude towards fishes.	2b. Display teamwork and safety practices in the rearing of fish. 2c. Demonstrate responsibility and a nurturing attitude when rearing fish.	• Rear a fish, real or virtual, using good environmental practices (2.2.1) • Display collaboration, safety practices and responsible behaviour in caring for fishes and the environment (2.3.1, 2.3.2, 2.3.3, 2.3.4)
3.1.1 Explain how value-added agricultural products contribute to the economy of Trinidad and Tobago.	3.2.1 Make a value-added agricultural product, e.g., food, juices, punches, chow, tamarind balls, chili bibi, bene balls, amchar, red mango, jams, jellies, chutney, ice cream, snow cones, lollies, and	3.3.1 Develop national pride through making a local agro-processed product. 3.3.2 Internalize the quality of thrift. 3.3.3 Savour local value-added agricultural products.	3a. Outline ways in which agro-based value-added products contribute to the economy of Trinidad and Tobago. 3b. Make both food and non-food value-added agro products.	• Explain at least two ways in which value-added agro products contribute to the economy of Trinidad and Tobago, using one form of media (3.1.1) • Make at least one value-added agro food product and one agro non-food product from local materials (3.2.1) • Depict national pride regarding value-added agro products by use of bold signage such as "Made in T&T", use of national colours or use of the country's shape (3.3.1) • Design and use one form of media

AGRICULTURAL SCIENCE CURRICULUM – STANDARD 2				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	corned fish.			to market value-added agricultural products (3.1.1) • Choose to purchase locally produced goods as opposed to expensive, imported goods (3.3.2) • Enjoy consumption of locally produced value-added agro products (3.3.3)

Primary School Curriculum

Agricultural Science

Standard 3

AGRICULTURAL SCIENCE CURRICULUM – 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/	2.3.1 Appreciate the value of agricultural technologies in growing plants. 2.3.2 Enjoy growing plants.	2a. Explore plant agro-technology then 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, Web Quest or a supplied printed Web Quest (2.1.1)

AGRICULTURAL SCIENCE CURRICULUM – STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
	protected 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 behaviour, safety practices and enjoyment while nurturing plants (2.3.2, 2.3.3, 2.3.4. 2.3.5)
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)

AGRICULTURAL SCIENCE CURRICULUM – STANDARD 3				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				• 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

Agricultural Science

Standard 4

AGRICULTURAL SCIENCE CURRICULUM – STANDARD 4				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
1.1.1 Analyse the importance of food security as a pillar of regional development.	1.2.1 Research and make recommendations regarding agricultural practices that can positively impact food security in our country. 1.2.2 Propagate plants by seeds and cuttings, using appropriate technology.	1.3.1 Be advocates of use of appropriate agricultural technologies to achieve food security. 1.3.2 Display teamwork when conducting activities. 1.3.3 Demonstrate responsibility when conducting activities. 1.3.4 Work in a safe manner. 1.3.5 Enjoy using appropriate technologies to grow plants.	1a. Deduce ways in which food security contributes to regional development. 1b. Research and recommend agricultural practices that positively impact food security in one's country. 1c. Propagate plants using various methods and technologies. 1d. Share agricultural technologies with others to achieve food security. 1e. Display joy, teamwork, responsible conduct and safe work habits.	• Illustrate three ways of making food security a reality to develop the region, using selected texts (1.1.1) • Recommend at least two agricultural practices that will improve food security in Trinidad and Tobago, based on observation of information given in a variety of media (1.2.1) • Propagate plants from seeds and from cuttings, using at least two forms of appropriate technology (1.2.2) • Encourage others to use technologies in agriculture to achieve food security (1.3.1) • Display teamwork, responsibility, enjoyment

AGRICULTURAL SCIENCE CURRICULUM – STANDARD 4				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				and safe working habits (1.3.2, 1.3.3, 1.3.4, 1.3.5)
2.1.1 Understand how to grow plants, employing good environmental practices. **or** 2.1.2 Understand how to rear one class of farm animals (for example, poultry, rabbits), employing good environmental practices.	2.2.1 Investigate the growth, development and yield of plants. **or** 2.2.2 Investigate the growth, development and yield of one class of farm animals.	2.3.1 Display teamwork when conducting activities. 2.3.2 Demonstrate responsibility when conducting activities. 2.3.3 Work in a safe manner. 2.3.4 Have positive enjoyable experiences. 2.3.5 Influence others to adopt good environmental practices.	2a. Outline the growing of plants, employing good environmental practices **or** 2b. Outline the rearing of one class of farm animals, employing good environmental practices. 2c. Investigate the growth, development and yield of plants **or** 2d. Investigate the growth, development and yield of one class of farm animals. 2e. Communicate,	• Sequence the steps in growing plants (2.1.1) • Investigate the growth, development and yield of plants (2.2.1) • Display teamwork, responsibility, enjoyment and safe working habits (2.3.1, 2.3.2, 2.3.3, 2.3.4) **Or** • Describe the steps involved in rearing one class of farm animals (2.1.2) • Investigate the growth, development and yield of a farm animal (2.2.2) • Communicate and employ good environmental practices (2.1.2, 2.3.5) • Persuade others to adopt

AGRICULTURAL SCIENCE CURRICULUM – STANDARD 4				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
			employ and persuade others about good environmental practices. 2f. Enjoy agricultural experiences.	good environmental practices (2.3.5)
3.1.1 Understand the use of agro-processing methods to extend the shelf life of agricultural produce.	3.2.1 Extend the shelf life of agricultural produce using an appropriate agro-processing method. 3.2.2 Evaluate the agro-processing methods involved in extending the shelf life of agricultural produce.	3.3.1 Value the usefulness of agro-processing methods in extending shelf life. 3.3.2 Appreciate the contribution of agro-processing to food security. 3.3.3 Work in a safe manner. 3.3.4 Enjoy making an agro-processed product.	3a Use and understand the use of agro-processing methods to extend the shelf life of agro products. 3b. Evaluate the suitability of agro-processing methods. 3c. Value the usefulness of agro-processing and its contribution to food security. 3d. Enjoy agro-processing and work in a safe manner.	• Report the use of at least three agro-processing methods as they are used to extend the shelf life of agro products (3.1.1) • Use an agro-processing method to extend the shelf life of an agro product (3.2.1) • Validate the usefulness of an agro-processing method to extend the shelf life of a product (3.2.2, 3.3.1) • Suggest examples of agro-processed foods to collect in times of disaster (3.3.2)

AGRICULTURAL SCIENCE CURRICULUM – STANDARD 4				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
				• Enjoy agro-processing activities while working in a safe manner (3.3.3, 3.3.4)

Primary School Curriculum

Agricultural Science

Standard 5

AGRICULTURAL SCIENCE CURRICULUM – STANDARD 5				
CONTENT	**SKILLS**	**DISPOSITIONS**	**OUTCOMES**	**ELABORATIONS**
Students will:				
1.1.1 Evaluate how local issues affect agriculture at the national and/or international level.	1.2.1 Use ICTs or other media to communicate information on local issues that affect agriculture.	1.3.1 Become aware of local issues that affect agriculture. 1.3.2 Sensitize others about the impact of local issues on agriculture. 1.3.3 Enjoy using ICTs to communicate information on local issues that affect agriculture.	1a. Tell how a local issue affects agriculture at a national and/or international level using any form of media. 1b. Converse fluently about local issues that affect agriculture at a national and/or international level. 1c. Make others alert to issues that affect agriculture. 1d. Enjoy use of print or electronic media to communicate information about issues affecting agriculture.	• Communicate findings on how a local issue affects agriculture at a national and/or international level (1.1.1) • Present findings on a local issue that affects agriculture nationally and/or internationally, using ICTS or any other form of media (1.2.1) • Demonstrate knowledge of issues by responding, in an unrehearsed manner, to questions about a local issue that affects agriculture (1.3.1) • Sensitize others about the impact of a local issue that affects agriculture (1.3.2) • Enjoy using ICTS and other media to communicate information on an issue that affects agriculture (1.3.3)