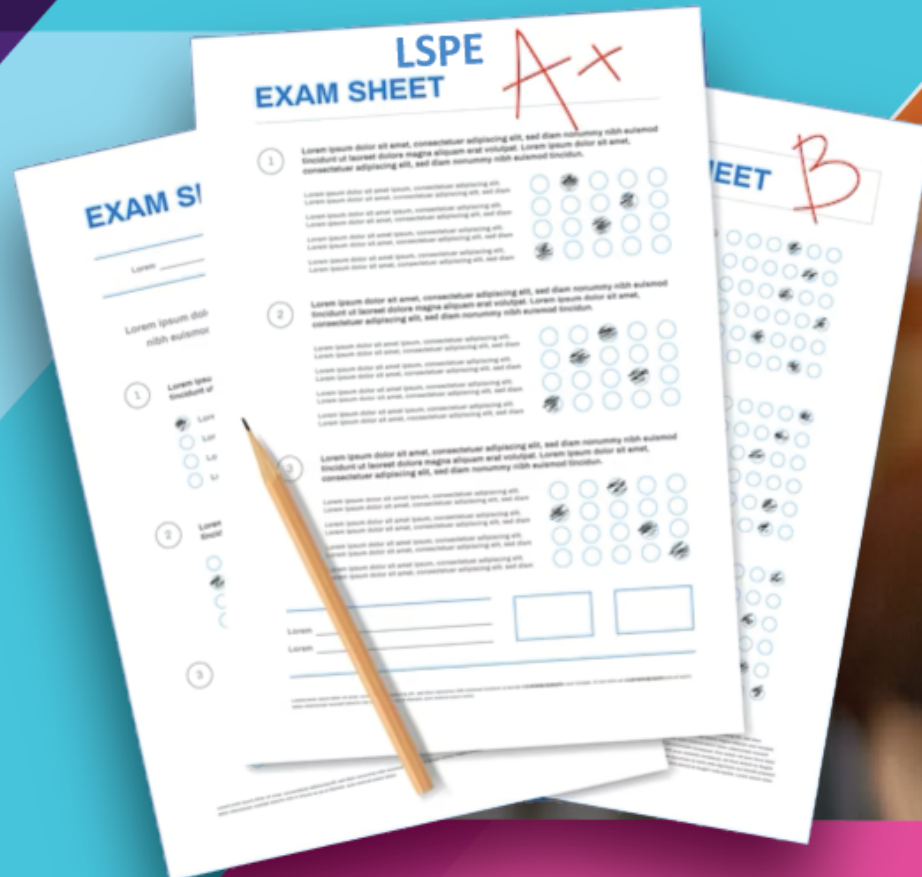




# GUIDELINES FOR THE LOWER SECONDARY PROFICIENCY EXAMINATION (LSPE)



## Table of Contents

|                                                     |           |
|-----------------------------------------------------|-----------|
| <b>Introduction</b> .....                           | <b>2</b>  |
| <b>Rationale for LSPE</b> .....                     | <b>3</b>  |
| <b>Methodology</b> .....                            | <b>3</b>  |
| Target Population .....                             | <b>3</b>  |
| Registration Process .....                          | <b>4</b>  |
| Subject Booklets .....                              | <b>4</b>  |
| Grading Scheme .....                                | <b>5</b>  |
| Repeating the Examination .....                     | <b>6</b>  |
| Querying Results .....                              | <b>6</b>  |
| Test Administration .....                           | <b>7</b>  |
| Scoring, Processing and Reporting of the LSPE ..... | <b>8</b>  |
| Test Specifications .....                           |           |
| <b>Appendix</b> .....                               | <b>14</b> |

## Introduction

The Lower Secondary School Proficiency Examination (LSPE) is intended to replace the Primary School Leaving Certificate Examination (PSLCE) from the year 2024 and onwards. It is designed to provide students with a form of certification in key competencies such as Mathematics, English Language, English Comprehension and Composition and General Studies. Whereas the first administration targets Form 2 students at the secondary level for academic year 2023/24 who scored less than 50% at SEA 2022, the LSPE will be opened to all institutions/students who previously sat the PSLCE, inclusive of:

- SERVOL Life Centre
- Adult Education Centre
- Correctional Centre or Facility
- Other ministries

The LSPE draws its content from the Upper Primary School Curriculum (Standards 4/5) and the Lower Secondary NCSE (Forms 1 and 2). For students at the Secondary School level, the LSPE certificate will provide a pathway for students as they progress to the upper secondary school level. The assessment will be administered in June of each year with registration taking place in November/December of the previous year and dissemination of results by September of the year of administration.

The items in the LSPE will comprise a mixture of open ended or constructed response (CR) and Multiple Choice Question (MCQ).

The grading scheme will provide the following results: distinction, credit, pass and fail.

### **Rationale for the LSPE**

1. To certify students in basic competencies in view of Covid-19 and learning loss.
2. To upgrade the PSLCE
3. To be part of a comprehensive system of school operations 2022-27 pathway for students.

### **METHODOLOGY**

The Lower Secondary Proficiency Examination (LSPE) will be administered in the year 2024.

### **Target Population**

The LSPE will be administered to:

- Form two students for the Academic Year 2023/24
- Servol Life Centres
- Adult Education Centres
- Correctional Centres or Facilities

## Registration Process

Secondary Schools will register the Form 2 students for the Academic Year 2023/24 for the assessment. A software will be utilized and a link will be sent for registration of students.

Advertisements will also be placed on the MOE's facebook page and website for any other persons who are desirous of sitting the LSPE.

Registration will occur in the months of November and December prior to the year of test administration.

The registration form will require the Personal Identification Number (PIN) from the Trinidad and Tobago Birth Paper and the signature of each candidate. There will be no fees associated with writing the LSPE.

## The Subject Booklets

There will be four (4) assessments to be conducted over a two (2) day period. This includes English Language, English Comprehension and Composition, Mathematics and General Paper.

- The English Language test examines grammar conventions, punctuation, vocabulary, and spelling skills.
- The English Composition and Comprehension test comprise two sections. Section I examines three different types of Comprehension (Expository passage, Research Skills and Graphic Representation), while Section II assesses Narrative (story) or Expository writing through letters (friendly and formal), instructions, directions, and simple reports.

- The Mathematics test focuses on authentic everyday applications and skills, such as Consumer Arithmetic, Measurement, Statistics and Geometry.
- The General Paper consists of two sections. Section I contains multiple-choice items in the areas of Social Studies, Current Affairs, Integrated Science and Agricultural Science. Section II comprises of constructed response items and examines content from Social Studies, Integrated Science and Agricultural Science.

### Grading Scheme

The four subjects will be graded individually based on the percentage score earned, using the following criteria.

| Grade       | Percentage Score |
|-------------|------------------|
| Distinction | 100% - 75%       |
| Credit      | 74% - 55%        |
| Pass        | 54% - 40%        |
| Fail        | 39% - 0%         |

Each candidate is provided with a **Performance Report** indicating the marks earned in each subject booklet written.

A **Lower Secondary Proficiency Certificate** will be awarded to a candidate who earns at least a pass grade in all four subject booklets.

## Repeating the Examination

A candidate has the option to rewrite the examination in part or its entirety based on the following conditions:

- **Repeat examination in part-** Such a candidate has earned a *passing grade in at least two (2) subject areas*. This candidate has up to two (2) years, from the initial writing of the examination, in which to rewrite and pass the subject areas failed to earn a Lower Secondary Proficiency Education Certificate.
- **Repeat the examination in its entirety-** Such a candidate exists in one of two categories:
  - i) earned a passing grade in *less than two (2) subject areas*; and
  - ii) wishes to improve the grades earned.

## Querying Results

Examination results will be released by August 30th. A candidate has up to one (1) month after the release of the results in which to submit a query of his/her results. This will incur a cost to the candidate per subject area. Forms for queries will be provided and candidates will be required to fill out and re-submit along with payment receipt to the Ministry of Education, Examinations Department. The scripts will be re-marked and scores and grades will be adjusted as necessary. Candidates will be informed in writing of the outcome of the query.

## Test Administration

The assessments will be administered in the first week of June of each year.

|       | <b>Subject areas</b> | <b>Time</b>             | <b>Duration</b>   |
|-------|----------------------|-------------------------|-------------------|
| Day 1 | Mathematics          | 8:30 a.m. – 10:00 a.m.  | 1 hour 30 minutes |
|       | General Paper        | 10:30 a.m. – 12:00 noon | 1 hour 30 minutes |
| Day 2 | English Composition  | 8:30 a.m. – 10:00 a.m.  | 1 hour 30 minutes |
|       | English Language     | 10:30 a.m. – 12:00 noon | 1 hour 30 minutes |

## **Scoring, Processing and Reporting of the LSPE**

The scoring of the assessments will include teachers at Forms 1 and 2 levels in the respective subject areas. Markers will be given the opportunity to apply and selected personnel will be standardized for the marking exercise. A stipend will be paid to such teachers marking the scripts. The data will then be captured from the scripts by an external agency and delivered to the Ministry of Education. Quality control checks will be conducted to ensure validity of results. The results will then be analysed using different thresholds such as percentages, mean scores, individual items and strands. This information will then be utilized to generate reports on the LSPE.

These reports will provide comprehensive information about what students know and can do in the area of Mathematics, General Paper, English Language and English Comprehension and Composition. They will present information on strengths and weaknesses in students' knowledge of the Mathematics, General Paper, English Language and English Comprehension and Composition and their ability to apply that knowledge in problem-solving situations.

## LSPE Test Specifications

### Number of Items in Test Booklets for 2024 LSPE

| Test Booklet                  | Subject Area                   | Number of Items |
|-------------------------------|--------------------------------|-----------------|
| Mathematics                   | Mathematics                    | 35              |
| English Language Arts         | English Language Arts          | 34              |
| Composition and Comprehension | Composition/Comprehension      | 20              |
| General Paper                 | Science/Agricultural Science   | 18              |
|                               | Social Studies/ Current Events | 26              |

**Table of Specification for Mathematics Booklet**

| Content/Skill Area | Level of Thinking and Number of Items |          |           | Number of Items         |
|--------------------|---------------------------------------|----------|-----------|-------------------------|
|                    | Knowing                               | Applying | Reasoning |                         |
| Number             | 3                                     | 9        | 4         | 16<br>7 – MCQ<br>9 - CR |
| Measurement        | 2                                     | 5        | 2         | 9<br>4 – MCQ<br>5 - CR  |
| Geometry           | 2                                     | 3        |           | 5<br>2 – MCQ<br>3- CR   |
| Statistics         | 2                                     | 3        |           | 5<br>2 – MCQ<br>3- CR   |

**Table of Specification for English Language Arts Booklet**

| Content/Skill Area                                                                                                                         | Level of Thinking and Number of Items |               |             | Number of Items |
|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------|-------------|-----------------|
|                                                                                                                                            | Knowledge                             | Comprehension | Application |                 |
| Exercises in grammar conventions and vocabulary are provided for candidates to answer all questions. These items are constructed response. |                                       |               |             |                 |
| Punctuation                                                                                                                                | 4                                     |               |             | 4               |
| Parts of Speech                                                                                                                            | 4                                     | 4             |             | 8               |
| Vocabulary                                                                                                                                 |                                       | 6             |             | 6               |
| Grammar                                                                                                                                    |                                       | 10            |             | 10              |
| Spelling                                                                                                                                   | 3                                     | 3             |             | 6               |

**Table of Specification for English Composition and Comprehension Booklet**

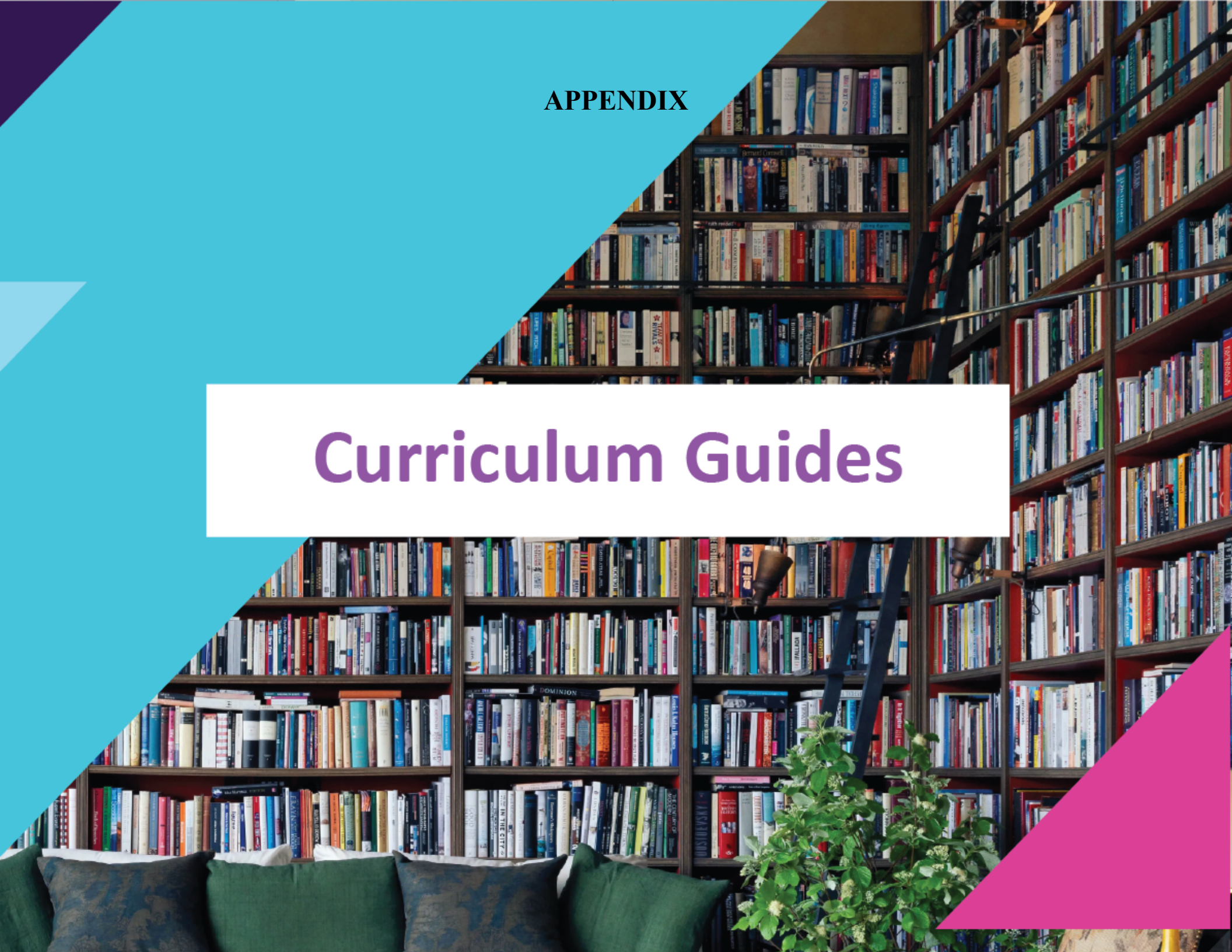
| Content/Skill Area                                                                                                                                                         | Level of Thinking and Number of Items |               |             | Number of Items       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------|-------------|-----------------------|
|                                                                                                                                                                            | Knowledge                             | Comprehension | Application |                       |
| SECTION I- Three types of comprehension will be provided for candidates to answer all questions. A mixture of multiple choice and constructed response items will be used. |                                       |               |             |                       |
| Reading Comprehension                                                                                                                                                      | 2                                     | 3             | 3           | 8<br>2- MCQ,<br>6- CR |
| Graphic Comprehension                                                                                                                                                      | 3                                     | 2             | 1           | 6<br>2- MCQ,<br>4- CR |
| Research Skills                                                                                                                                                            | 2                                     | 2             | 1           | 5<br>2- MCQ,<br>3- CR |
| TOTAL SECTION I- 60%                                                                                                                                                       |                                       |               |             |                       |
| SECTION II- Two (2) prompts will be provided (1 expository and 1 narrative) for candidates to select ONE type of expository writing.                                       |                                       |               |             |                       |
| Story                                                                                                                                                                      |                                       |               | 1           | 1                     |
| Report, Instructions or Directions                                                                                                                                         |                                       |               | 1           | 1                     |
| TOTAL SECTION II- 40%                                                                                                                                                      |                                       |               |             |                       |

**Table of Specification for General Paper Booklet**

| Content/Skill Area                                                                                                                                                               | Level of Thinking and Number of Items/ Parts |                               |             | Number of Items/<br>Parts |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-------------------------------|-------------|---------------------------|
|                                                                                                                                                                                  | Knowledge                                    | Comprehension/ Interpretation | Application |                           |
| SECTION I- Multiple choice items will be provided in the subject areas of Social Studies and Science content and Current Events                                                  |                                              |                               |             |                           |
| Social Studies                                                                                                                                                                   | 7                                            | 7                             | 2           | 16                        |
| Science/ Agricultural Science                                                                                                                                                    | 7                                            | 7                             | 2           | 16                        |
| Current Affairs                                                                                                                                                                  | 8                                            | 0                             | 0           | 8                         |
| TOTAL SECTION I- 40%                                                                                                                                                             |                                              |                               |             |                           |
| SECTION II- Four items will be provided for candidates to do all with each worth ten (10 marks). Two Social Studies and two Science items. These items are constructed response. |                                              |                               |             |                           |
| Social Studies                                                                                                                                                                   |                                              |                               |             | 2                         |
| Science/ Agricultural Science                                                                                                                                                    |                                              |                               |             | 2                         |
| TOTAL SECTION II- 60%                                                                                                                                                            |                                              |                               |             |                           |

## APPENDIX

# Curriculum Guides



# English Language Arts



## English Language Arts

| Vocabulary              |                                                                              |                                                                   |                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------|------------------------------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic                   | Learning or General Outcomes                                                 | Specific Objectives or Content Scope                              | Instructional Strategies                                                                                                                                                                            | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                             |
| Synonyms                | Define the term synonym and use synonyms                                     | Identify and use synonyms appropriately in sentences              | Read passages with highlighted words and insert suitable synonyms in context<br>Use a thesaurus/dictionary to find suitable synonyms                                                                | <a href="https://www.youtube.com/watch?v=thf0XGOXE6w">https://www.youtube.com/watch?v=thf0XGOXE6w</a><br><br><a href="https://www.ezschoo.com/Games/Grade3/English/Synonyms/">https://www.ezschoo.com/Games/Grade3/English/Synonyms/</a><br><br><a href="https://www.wordgametime.com/games/extraordinary-elephants-synonyms-game">https://www.wordgametime.com/games/extraordinary-elephants-synonyms-game</a> |
| Content Area Vocabulary | Determine the different meanings of words as used in different content areas | Classify words and their meanings according to their content area | Construct sentences to illustrate the meaning of words used in a particular context<br>Use graphic organiser to provide a detailed understanding of new words                                       | Word Wall<br>Large manila folders, rulers and markers<br>Graphic Organiser<br>Frayer Model                                                                                                                                                                                                                                                                                                                      |
| Multiple-meaning words  | Use words in context to show their different meanings                        | Determine the meaning of words by analysing the context           | Provide examples of words used in different context<br>Write sentences to illustrate the different meanings of words e.g., cast, back, bolt, show<br>Construct sentences to illustrate the multiple | <a href="https://www.youtube.com/watch?v=LoOzJRXrCMU">https://www.youtube.com/watch?v=LoOzJRXrCMU</a>                                                                                                                                                                                                                                                                                                           |

| Vocabulary                |                                                        |                                                        |                                                                                                                                                                                                                   |                                                                                                                                                                                                                              |
|---------------------------|--------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic                     | Learning or General Outcomes                           | Specific Objectives or Content Scope                   | Instructional Strategies                                                                                                                                                                                          | RESOURCES/MATERIALS                                                                                                                                                                                                          |
|                           |                                                        |                                                        | meanings of words across subjects                                                                                                                                                                                 |                                                                                                                                                                                                                              |
| Multiple-meaning words    | Use words in context to show their different meanings  | Determine the literal and figurative meanings of words | Provide examples of words used in different context<br>Identify specific multiple meaning words<br>Write sentences to illustrate the different meanings of words                                                  | <a href="https://www.youtube.com/watch?v=LoOzJRXrCMU">https://www.youtube.com/watch?v=LoOzJRXrCMU</a>                                                                                                                        |
| Antonyms                  | Define the term antonym and use antonyms               | Identify and use antonyms appropriately in sentences   | Students use graphic organisers to group words that are opposite to a given word<br>Read passages with highlighted words and insert suitable antonyms in context<br><br>Use a thesaurus to find suitable antonyms | <a href="https://www.youtube.com/watch?v=QZ9CMRkBeuk">https://www.youtube.com/watch?v=QZ9CMRkBeuk</a><br><br><a href="https://www.wordgametime.com/games/furious-frogs">https://www.wordgametime.com/games/furious-frogs</a> |
| Context clues<br>Antonyms | Distinguish words from other words opposite in meaning | Identify and use antonyms in sentences                 | Use dictionary and thesaurus to find meanings of words<br>Practise replacing words with antonyms                                                                                                                  | <a href="https://www.youtube.com/watch?v=QZ9CMRkBeuk">https://www.youtube.com/watch?v=QZ9CMRkBeuk</a><br><br><a href="https://www.youtube.com/watch?v=eHCpJ86XDY4">https://www.youtube.com/watch?v=eHCpJ86XDY4</a>           |

| Vocabulary                                                                                             |                                                                   |                                                                                                                                               |                                                                                                                                        |                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic                                                                                                  | Learning or General Outcomes                                      | Specific Objectives or Content Scope                                                                                                          | Instructional Strategies                                                                                                               | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                  |
| Prefixes -pre, sub, ex, inter, mis, -en, ir, trans, anti, pro, super, un, under, dis, re, im, in, semi | Deduce the meaning of the words with prefixes in reading passages | State the meaning of prefixes Identify words containing prefixes in passages<br>Use words containing prefixes orally and in written sentences | Activities to add or remove prefixes from words<br>Exercises to underline/match prefixes in words<br>Students play online prefix games | <a href="https://www.youtube.com/watch?v=w7oGNyHX81I">https://www.youtube.com/watch?v=w7oGNyHX81I</a><br><br><a href="https://www.ezschoo.com/Games/Grade4/English/PrefixesAndSuffixes/Prefixes/TutorialPrefixes/#">https://www.ezschoo.com/Games/Grade4/English/PrefixesAndSuffixes/Prefixes/TutorialPrefixes/#</a> |
| Context Clues                                                                                          | Use context to determine meaning of words                         | Use context clues to complete cloze passages                                                                                                  | Have students use signal words “is” and “means” to identify /guess the meaning of unfamiliar words                                     | <a href="https://www.youtube.com/watch?v=eHCpJ86XDY4">https://www.youtube.com/watch?v=eHCpJ86XDY4</a>                                                                                                                                                                                                                |
| Homophones                                                                                             | Distinguish the differences in meaning of homophones              | Identify and explain the meaning of homophones in context                                                                                     | Prepare sentences in cloze format requiring the use of homophones for completion                                                       | <a href="https://www.ezschoo.com/Games/Grade3/English/Homophones/">https://www.ezschoo.com/Games/Grade3/English/Homophones/</a><br><br><a href="https://www.youtube.com/watch?v=6kbbH4y9iXg">https://www.youtube.com/watch?v=6kbbH4y9iXg</a>                                                                         |
| Suffixes -ly, er, ful, ness                                                                            | Deduce the meaning of the words with suffixes in reading passages | State the meaning of suffixes Identify words containing suffixes in passages<br>Use words containing suffixes orally and in written sentences | Match suffixes to root words<br>Students play online suffix games                                                                      | <a href="https://www.youtube.com/watch?v=635oQTY61J8">https://www.youtube.com/watch?v=635oQTY61J8</a><br><br><a href="https://www.ezschoo.com/Games/Grade4/English/PrefixesAndSuffixes/#Suffixes">https://www.ezschoo.com/Games/Grade4/English/PrefixesAndSuffixes/#Suffixes</a>                                     |

| Comprehension     |                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic             | Learning or General Outcomes                                                   | Specific Objectives or Content Scope                                                                                                                                                                                                                                                                                                                                                                         | Instructional Strategies                                                                                                                                                                                                                                                                       | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Main idea         | Identify the main idea in visual and oral texts                                | <ol style="list-style-type: none"> <li>1. Identify the main topic of a multi paragraph text</li> <li>2. Identify the main idea stated or implied</li> <li>3. Identify the focus of specific paragraphs within the text</li> <li>4. Determine the main idea of a text;</li> <li>5. Summarize the text. (expository)</li> </ol>                                                                                | <ul style="list-style-type: none"> <li>• Students distinguish between main idea and supporting details using graphic organisers</li> <li>• State one main idea/message with supporting details</li> <li>• Analyse simple details from key words and represent in graphic organizers</li> </ul> | <a href="https://educationtothecore.com/2019/11/10-great-activities-to-teach-main-idea-and-details/#:~:text=The%20main%20idea%20is%20defined,as%20well%20as%20in%20writing.">https://educationtothecore.com/2019/11/10-great-activities-to-teach-main-idea-and-details/#:~:text=The%20main%20idea%20is%20defined,as%20well%20as%20in%20writing.</a><br><br><a href="https://www.k5learning.com/reading-comprehension-worksheets/topics/main-ideas-details">https://www.k5learning.com/reading-comprehension-worksheets/topics/main-ideas-details</a> |
| Literal questions | Know the 5 Ws and 1H – who, what, where, when why and how- and how to use them | <ol style="list-style-type: none"> <li>1. Use the 5 Ws and 1 H to determine literal information</li> <li>2. Respond to literal questions based on a given stimulus.</li> <li>3. Demonstrate the ability to recall details in texts.</li> <li>4. Demonstrate the ability to ask and answer questions about texts.</li> <li>5. Write a complete sentence answer to a literal comprehension question</li> </ol> | <ul style="list-style-type: none"> <li>• 5W+H graphic organiser</li> <li>• Display images and have students answer questions</li> <li>• Create their own 5Ws and 1 H questions from a given stimulus</li> </ul>                                                                                | <a href="https://www.youtube.com/watch?v=oi7RfnlkTL4">https://www.youtube.com/watch?v=oi7RfnlkTL4</a><br><br><a href="https://www.teacherspayteachers.com/Browse/Price-Range/Free/Search:5+ws+graphic+organizer">https://www.teacherspayteachers.com/Browse/Price-Range/Free/Search:5+ws+graphic+organizer</a><br><br><a href="https://www.superteacherworksheets.com/comprehension.html">https://www.superteacherworksheets.com/comprehension.html</a>                                                                                              |

| <b>Comprehension</b>  |                                                                                                        |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Topic</b>          | <b>Learning or General Outcomes</b>                                                                    | <b>Specific Objectives or Content Scope</b>                                                                                                                                                                                                                                                         | <b>Instructional Strategies</b>                                                                                                                                                                                                                   | <b>RESOURCES/MATERIALS</b>                                                                                                                                                                                                                                                                                                                                                         |
| Inferential questions | Respond to and generate inferential questions                                                          | <ol style="list-style-type: none"> <li>1. Make inferences based on the use of pictures, situation cards and short texts</li> <li>2. Explore explicit details and implied messages in oral texts</li> </ol>                                                                                          | <ul style="list-style-type: none"> <li>• Use specific content area– literary or informational texts</li> <li>• Use pictures/short texts and allow students to infer by asking appropriate questions.</li> </ul>                                   | <a href="https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/inferences-worksheets/">https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/inferences-worksheets/</a><br><br><a href="https://www.youtube.com/watch?v=g2G-MaIxjBI">https://www.youtube.com/watch?v=g2G-MaIxjBI</a>                   |
| Sequencing            | <p>Identify story sequence –beginning, middle and end</p> <p>Identify sequence in expository texts</p> | <ol style="list-style-type: none"> <li>1. List events in order</li> <li>2. Show chronological order</li> <li>3. Create a time-line for characters</li> <li>4. Sequence details or events in a variety of genres.</li> <li>5. Arrange sequentially, a series of steps in a simple process</li> </ol> | <p>Explore sequencing in Music and dance</p> <ul style="list-style-type: none"> <li>• Discuss sequencing of events in History and Social Studies text</li> <li>• Use of graphic organisers, e.g., time lines, to represent information</li> </ul> | <a href="https://www.k5learning.com/reading-comprehension-worksheets/topics/sequencing">https://www.k5learning.com/reading-comprehension-worksheets/topics/sequencing</a><br><br><a href="https://www.teacherspayteachers.com/Browse/Search:free%20sequencing%20graphic%20organizer">https://www.teacherspayteachers.com/Browse/Search:free%20sequencing%20graphic%20organizer</a> |
| Fact and Opinion      | Differentiate between fact and opinion                                                                 | <ol style="list-style-type: none"> <li>1. Identify facts and opinions in texts</li> <li>2. Identify the language of fact</li> <li>3. Identify the language of opinion</li> <li>4. Identify and assess the effects of words and</li> </ol>                                                           | <ul style="list-style-type: none"> <li>• Students read two accounts of the same incident, one factual and another from someone’s point of view.</li> <li>• Students are given samples of factual and</li> </ul>                                   | <a href="https://www.easyteacherworksheets.com/languagearts/factopinion.html">https://www.easyteacherworksheets.com/languagearts/factopinion.html</a><br><br><a href="https://www.easyteacherworksheets.com/graphic/factopinion.html">https://www.easyteacherworksheets.com/graphic/factopinion.html</a>                                                                           |

| Comprehension        |                                                                                                 |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic                | Learning or General Outcomes                                                                    | Specific Objectives or Content Scope                                                                                                                                                                                                                       | Instructional Strategies                                                                                                                                                                                                         | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                      |                                                                                                 | phrases in messages, which are used for persuasion, facts and opinions                                                                                                                                                                                     | opinion statements. Using a T-chart, they place each statement in one of the two columns                                                                                                                                         | <a href="https://www.readwritethink.org/classroom-resources/printouts/chart#:~:text=The%20T%2DChart%20is%20a,phenomena%2C%20or%20social%20studies%20events.">https://www.readwritethink.org/classroom-resources/printouts/chart#:~:text=The%20T%2DChart%20is%20a,phenomena%2C%20or%20social%20studies%20events.</a>                                                                                                                                                                   |
| Compare and Contrast | Identify the non-fiction text structure compare and contrast                                    | <ol style="list-style-type: none"> <li>1. Identify the language of comparison and contrast</li> <li>2. Identify similarities and differences in texts</li> <li>3. Compare and contrast similar themes presented in two different literary texts</li> </ol> | <ul style="list-style-type: none"> <li>• Students solve “Spot the Difference” puzzles</li> <li>• Using a Venn diagram, students record features identified in photographs that are similar and different</li> </ul>              | <a href="https://www.printitfree.net/spot-the-difference-picture-puzzles/">https://www.printitfree.net/spot-the-difference-picture-puzzles/</a><br><br><a href="https://www.k5learning.com/reading-comprehension-worksheets/topics/compare-contrast">https://www.k5learning.com/reading-comprehension-worksheets/topics/compare-contrast</a>                                                                                                                                          |
| Cause and Effect     | Apply knowledge of inference and deduction to identify/ cause and effect relationships in texts | <ol style="list-style-type: none"> <li>1. Identify the language of cause and effect (transitions)</li> <li>2. Determine the difference between cause and effect</li> <li>3. Respond to literal and inferential questions</li> </ol>                        | <ul style="list-style-type: none"> <li>• Represent cause and effect information using graphic representations</li> <li>• Print and electronic materials/passages (informational and literary) of interest to students</li> </ul> | <a href="https://www.k12reader.com/subject/reading-skills/cause-and-effect/">https://www.k12reader.com/subject/reading-skills/cause-and-effect/</a><br><br><a href="https://www.youtube.com/watch?v=mKBthdR8sYU">https://www.youtube.com/watch?v=mKBthdR8sYU</a><br><br><a href="https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson1035/cause.pdf">https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson1035/cause.pdf</a> |

| Comprehension                       |                                                           |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic                               | Learning or General Outcomes                              | Specific Objectives or Content Scope                                                                                                                                                                                                                                                                                                                                                      | Instructional Strategies                                                                                                                                                                                                                                                                  | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Relevant and Irrelevant information | Differentiate between relevant and irrelevant information | <ol style="list-style-type: none"> <li>1. Determine important information in expository text</li> <li>2. Realise that not all information in a passage is important</li> <li>3. Identify the information that supports the topic sentence in a paragraph</li> </ol>                                                                                                                       | <ul style="list-style-type: none"> <li>• Find the main idea of paragraphs and then get rid of the irrelevant details in these paragraphs.</li> <li>• Relevant and irrelevant details worksheets</li> <li>• Advertisements to determine what is really needed about the product</li> </ul> | <a href="https://quizizz.com/admin/quiz/5d8d23f9c2dde9001ad5790a/relevant-vs-irrelevant-details">https://quizizz.com/admin/quiz/5d8d23f9c2dde9001ad5790a/relevant-vs-irrelevant-details</a><br><br><a href="https://www.grammarbank.com/irrelevant-sentences-worksheets.html">https://www.grammarbank.com/irrelevant-sentences-worksheets.html</a>                                                                                                                                                                                                                                |
| Predicting & confirming outcomes    | Make predictions                                          | <ol style="list-style-type: none"> <li>1. Make predictions about content and meanings in reading passages</li> <li>2. Confirm and revise predictions about content in reading passages</li> <li>3. Employ taught strategies to assist in making meaning: predicting</li> <li>4. Read title and study illustrations to gain understanding of or make predictions about the text</li> </ol> | <ul style="list-style-type: none"> <li>• Read the title/first sentence/ then predict what will happen next/what the piece will be about</li> <li>• Use KWL and Anticipation Guide</li> </ul>                                                                                              | <a href="https://www.ereadingworksheets.com/worksheets/reading/predictions/making-predictions-worksheet-01/">https://www.ereadingworksheets.com/worksheets/reading/predictions/making-predictions-worksheet-01/</a><br><br><a href="https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson924/kwl.pdf">https://www.readwritethink.org/sites/default/files/resources/lesson_images/lesson924/kwl.pdf</a><br><br><a href="https://www.readingrockets.org/strategies/anticipation_guide">https://www.readingrockets.org/strategies/anticipation_guide</a> |

| <b>Comprehension</b> |                                          |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Topic</b>         | <b>Learning or General Outcomes</b>      | <b>Specific Objectives or Content Scope</b>                                                                                                                                                                                                                         | <b>Instructional Strategies</b>                                                                                                                                                                                                                        | <b>RESOURCES/MATERIALS</b>                                                                                                                                                                                                                                                                                                                                                     |
| Explicit details     | Use explicit details to answer questions | <ol style="list-style-type: none"> <li>1. List explicit details in given texts</li> <li>2. Answer literal questions based on given texts</li> <li>3. Create literal questions</li> <li>4. Explain the importance of identifying key information in texts</li> </ol> | <ul style="list-style-type: none"> <li>• Students read selected descriptive texts</li> <li>• Students recreate what is described in the text in graphic form</li> <li>• Creation of questions based on a given text using the 5Ws and 1H</li> </ul>    | <a href="https://www.teacherspayteachers.com/Browse/Search:5ws+worksheets/Price-Range/Free">https://www.teacherspayteachers.com/Browse/Search:5ws+worksheets/Price-Range/Free</a>                                                                                                                                                                                              |
| Drawing Conclusions  | Draw conclusions and infer meaning.      | <ol style="list-style-type: none"> <li>1. Determine a purpose for writing</li> <li>2. Discuss introduction, rising action, climax, falling action and conclusion in literary texts</li> </ol>                                                                       | <ul style="list-style-type: none"> <li>• Read a passage and draw conclusions about a character based on what was said about him/her</li> <li>• Graphic Organisers</li> <li>• Worksheets</li> </ul>                                                     | <a href="https://www.youtube.com/watch?v=B4hNyUyfhvU">https://www.youtube.com/watch?v=B4hNyUyfhvU</a><br><br><a href="https://www.k12reader.com/subject/reading-skills/drawing-conclusions/">https://www.k12reader.com/subject/reading-skills/drawing-conclusions/</a>                                                                                                         |
| Character traits     | Identify character traits                | <ol style="list-style-type: none"> <li>1. Discuss own ideas and opinions about characters</li> <li>2. Identify with story characters</li> <li>3. Discuss characters using descriptive words</li> </ol>                                                              | <ul style="list-style-type: none"> <li>• Read Aloud 5Ws and 1H Encourage students to talk about characters in movies and stories</li> <li>• Oral presentation of character profile Sketch to stretch</li> <li>• Culturally relevant stories</li> </ul> | <a href="https://www.teacherspayteachers.com/Browse/Search:5ws+worksheets/Price-Range/Free">https://www.teacherspayteachers.com/Browse/Search:5ws+worksheets/Price-Range/Free</a><br><br><a href="https://www.teacherspayteachers.com/Browse/Search:character+sketch/Price-Range/Free">https://www.teacherspayteachers.com/Browse/Search:character+sketch/Price-Range/Free</a> |

| Comprehension               |                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                              |
|-----------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic                       | Learning or General Outcomes                         | Specific Objectives or Content Scope                                                                                                                                                                                                                                                                                                                                                                                                                   | Instructional Strategies                                                                                                                                                                                                  | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                          |
|                             |                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Images of characters</li> <li>Video clips</li> </ul>                                                                                                                               |                                                                                                                                                                                                                                                                                                                              |
| Research skills             | Engage in research skills                            | <ol style="list-style-type: none"> <li>Find information in non-fiction texts</li> <li>Interpret information presented in a variety of media</li> <li>Apply research skills and categorise information through the appropriate use of               <ul style="list-style-type: none"> <li>a/an</li> <li>table of contents</li> <li>index dictionary</li> <li>encyclopedia</li> <li>library</li> <li>portfolio</li> <li>glossary</li> </ul> </li> </ol> | <ul style="list-style-type: none"> <li>Find information in non-fiction text using headings, sub-headings, illustrations and captions, alphabetise words according to the first letter.</li> <li>Use worksheets</li> </ul> | <a href="https://www.teach-nology.com/worksheets/research/">https://www.teach-nology.com/worksheets/research/</a>                                                                                                                                                                                                            |
| Instructions and directions | Follow and provide directions and instructions       | <ol style="list-style-type: none"> <li>Follow directions and instructions accurately</li> <li>Follow and provide: more complex instructions and directions in Standard English</li> <li>Use transitional words effectively</li> </ol>                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Maps can be used to help students give directions from one point to another</li> </ul>                                                                                             | <a href="https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Giving_Instructions">https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Giving_Instructions</a><br><br><a href="https://www.liveworksheets.com/pc69169bj">https://www.liveworksheets.com/pc69169bj</a> |
| Graphic representation      | Respond to a variety of diagrammatic representations | <ol style="list-style-type: none"> <li>Respond to diagrammatic representations, forms and advertisements such as: Vacancies for</li> </ol>                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Authentic documents</li> <li>Newspaper vacancy advertisements</li> <li>Membership slips/forms</li> </ul>                                                                           | <a href="https://www.canva.com/posters/templates/recruitment/">https://www.canva.com/posters/templates/recruitment/</a>                                                                                                                                                                                                      |

| <b>Comprehension</b> |                                     |                                                           |                                 |                            |
|----------------------|-------------------------------------|-----------------------------------------------------------|---------------------------------|----------------------------|
| <b>Topic</b>         | <b>Learning or General Outcomes</b> | <b>Specific Objectives or Content Scope</b>               | <b>Instructional Strategies</b> | <b>RESOURCES/MATERIALS</b> |
|                      |                                     | employment job applications<br>Membership (clubs, groups) |                                 |                            |

| <b>Writing</b>                 |                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Topic</b>                   | <b>Learning or General Outcomes</b>                                                | <b>Specific Objectives or Content Scope</b>                                                                                                                                                                                                                                                                                                                                               | <b>Instructional Strategies</b>                                                                                                                                                                                                                       | <b>RESOURCES/MATERIALS</b>                                                                                                                                                                                                                                                                                                                                                                  |
| Punctuation and Capitalisation | Know and apply rules of punctuation and capitalisation to use in and edit writing. | 1. Use the following punctuation marks in sentences: full stop, question mark, exclamation mark, apostrophe in contractions and possessives, quotation marks commas in apposition, in words in a series and in addresses                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Punctuation worksheets</li> <li>• Capitalisation worksheets</li> <li>• C.U.P.S. and M.I.N.T.S. acronyms to use when writing</li> </ul>                                                                       | <a href="https://www.k12reader.com/subject/grammar/punctuation/">https://www.k12reader.com/subject/grammar/punctuation/</a><br><br><a href="https://cdn5-ss18.sharpschool.com/UserFiles/Servers/Server_222635/File/Academics/2nd%20Grade/Homework/CUPS.pdf">https://cdn5-ss18.sharpschool.com/UserFiles/Servers/Server_222635/File/Academics/2nd%20Grade/Homework/CUPS.pdf</a>              |
| Spelling                       | Apply spelling rules when writing                                                  | Know and apply spelling rules to spell words correctly in their writing. <ol style="list-style-type: none"> <li>1. Syllabication rules</li> <li>2. Phonics</li> <li>3. Inflectional Endings</li> </ol> Make and use new words by adding prefixes and suffixes to root words in writing<br><br>Use spelling patterns, technical words, words derived from other languages in their writing | Break words into chunks that are easier to spell (e.g., “planting” can be broken down into [pl] [ant] [ing]).<br>Root words and affixes worksheets<br>Have students create mnemonics to remember words<br>Use the Look-Say-Cover-Write-Check strategy | <a href="https://www.k12reader.com/subject/spelling-skills/spelling-rules/">https://www.k12reader.com/subject/spelling-skills/spelling-rules/</a><br><br><a href="https://www.youtube.com/watch?v=G-bavyY9jj4">https://www.youtube.com/watch?v=G-bavyY9jj4</a><br><br><a href="https://www.edhelper.com/language/Syllabication.htm">https://www.edhelper.com/language/Syllabication.htm</a> |

|                  |                                                         |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grammar          | Know and apply grammatical rules to writing and editing | <p>Identify and use the eight Parts of Speech.</p> <p>Apply rules:</p> <ol style="list-style-type: none"> <li>of subject and verb agreement</li> <li>appropriate use of tense</li> <li>correct usage of parts of speech</li> </ol>                                                                                         | <ul style="list-style-type: none"> <li>Use authentic writing situations every day.</li> <li>Encourage students to read a variety of nonfiction, informational, and fiction texts to expose them to multiple texts and a variety of writing situations.</li> </ul>                                                                             | <a href="https://www.grammarly.com/grammar">https://www.grammarly.com/grammar</a><br><br><a href="https://www.grammarbank.com/english-grammar-exercises.html">https://www.grammarbank.com/english-grammar-exercises.html</a>                                                                                                                                                                                                                                                                                                                                                                                                          |
| Sentences        | Build sentence knowledge                                | <ul style="list-style-type: none"> <li>Compose simple sentence (one subject and one verb)</li> <li>Use high-frequency words in simple sentences <ul style="list-style-type: none"> <li>Differentiate Sentence from Fragments</li> <li>Identify subject and predicate</li> <li>Identify main clauses</li> </ul> </li> </ul> | <p>Matching exercises</p> <ul style="list-style-type: none"> <li>-Texts for Read Alouds - Visual aids (photos/pictures/graphics) -Lyrics of popular songs/rap - Descriptions - Letters/Emails -Reflections -Instructions –Directions -Examine clause structure in a range of content area texts -Compose subject specific sentence</li> </ul> | <a href="https://www.k5learning.com/free-grammar-worksheets/sentences">https://www.k5learning.com/free-grammar-worksheets/sentences</a><br><br><a href="https://www.k5learning.com/free-grammar-worksheets/first-grade-1/sentences/types">https://www.k5learning.com/free-grammar-worksheets/first-grade-1/sentences/types</a><br><br><a href="https://www.ereadingworksheets.com/languageartsworksheets/sentence-structure/sentence-structure-worksheets/type-of-sentences-worksheets/">https://www.ereadingworksheets.com/languageartsworksheets/sentence-structure/sentence-structure-worksheets/type-of-sentences-worksheets/</a> |
| Creative writing | Write different forms of creative writing               | <p>Compose the following pieces:</p> <p>Narrative</p> <p>Demonstrate use of plot structure, character development, setting and sensory descriptive words</p> <p>Use literary devices, simile, metaphor and personification effectively</p>                                                                                 | <p>Create digital stories</p> <p>Use picture prompts</p> <p>Use the Writing Process:</p> <p>Pre-writing (brainstorming, writing, revising, editing, publishing)</p> <p>C.U.P.S., M.I.N.T.S. and A.R.M.S. acronyms to use when writing</p> <p>Graphic organisers</p>                                                                           | <a href="https://www.education.com/worksheets/narrative-writing/">https://www.education.com/worksheets/narrative-writing/</a><br><br><a href="https://k12.thoughtfullearning.com/FAQ/what-are-steps-writing-process">https://k12.thoughtfullearning.com/FAQ/what-are-steps-writing-process</a>                                                                                                                                                                                                                                                                                                                                        |

|                    |                                           |                                                                                               |                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------|-------------------------------------------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    |                                           |                                                                                               |                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                          |
| Expository writing | Write different forms of expository texts | Apply the stages of Pre-writing, Drafting, Revising Editing and Publishing to the writing of: | Use the Writing Process: Pre-writing (brainstorming, writing, revising, editing, publishing)<br>C.U.P.S., M.I.N.T.S. and A.R.M.S. acronyms to use when writing<br>Graphic organisers | <a href="https://www.grammarly.com/blog/expository-writing/">https://www.grammarly.com/blog/expository-writing/</a><br><br><a href="https://www.teacherspayteachers.com/Browse/PreK-12-Subject-Area/Expository-Writing/Type-of-Resource/Worksheets/Price-Range/Free">https://www.teacherspayteachers.com/Browse/PreK-12-Subject-Area/Expository-Writing/Type-of-Resource/Worksheets/Price-Range/Free</a> |

# Social Studies



## Social Studies

**NOTE:** The **Section on Current Events** should be addressed, where appropriate, during the implementation of the curriculum. The student is expected to identify major events over the previous two years and acquire an awareness of national, regional and international events in the spheres of politics, culture and sport.

| TOPIC                                | GENERAL OUTCOMES                                                         | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                                                                                        | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                 | RESOURCES/MATERIALS                                                                                                                                                |
|--------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Who Am I? A Unique Individual</b> | Appreciate one's uniqueness and understand oneself better as individuals | Define relevant terms and concepts <ul style="list-style-type: none"> <li>– Uniqueness</li> <li>– Individuality</li> <li>– Characteristic</li> <li>– Heredity</li> <li>– Environment</li> <li>– Genes</li> <li>– Personality</li> </ul> | <b><i>Teaching and Learning Strategy:</i></b><br>Research terms and concepts<br><br>Develop concept maps on the terms and concepts<br><br>Create a word wall using the terms and concepts<br><br><b><i>Assessment Strategy:</i></b><br>Matching terms/concepts with definitions<br><br>Word Sleuth on terms and concepts | <b><i>Wellbeing For Children: Identity And Values</i></b><br><a href="https://www.youtube.com/watch?v=om3INBWfoxY">https://www.youtube.com/watch?v=om3INBWfoxY</a> |
|                                      |                                                                          | Recognize themselves and others as unique individuals                                                                                                                                                                                   | <b><i>Teaching and Learning Strategy:</i></b>                                                                                                                                                                                                                                                                            | <b><i>I am Human: Unique and Imperfect</i></b><br><a href="https://youtu.be/wS_HLYCOgR0">https://youtu.be/wS_HLYCOgR0</a>                                          |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                 | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | RESOURCES/MATERIALS                                                                                                                                                                    |
|-------|------------------|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                  |                                                                  | <p>Teacher led discussion on ways in which each individual is unique and special</p> <p>On a flash card have each child write 2 things that make them unique and different, which can then be shared with the class <b>OR</b></p> <p>In pairs, students list characteristics that are similar / different from the other person</p> <p><i>Assessment Strategy:</i></p> <p>Students select one of the following art forms – song, dance, narrative, spoken word etc. Based on selection, students are placed in groups to prepare a two-minute presentation titled <b>I am Unique and You are Unique Too.</b></p> |                                                                                                                                                                                        |
|       |                  | Explain the impact of heredity and environment on the individual | <p><i>Teaching and Learning Strategy:</i></p> <p>Class discussion based on a scenario: two children born at the same time and raised in different homes; <b>How would these two environments result in two different individuals?</b></p>                                                                                                                                                                                                                                                                                                                                                                        | <p><i>Invisible Influence: The Hidden Forces that shape behaviour</i></p> <p><a href="https://www.youtube.com/watch?v=XxfcaY86jpw">https://www.youtube.com/watch?v=XxfcaY86jpw</a></p> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                      | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                       | RESOURCES/MATERIALS                                                      |
|-------|------------------|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
|       |                  |                                                       | <p><b><i>Assessment Strategy:</i></b></p> <p>Write short sentences on how heredity and environment impact their lives today</p>                                                                                                                                                                                                                                                                                                                                |                                                                          |
|       |                  | Identify and describe different aspects of oneself    | <p><b><i>Teaching and Learning Strategy:</i></b></p> <p>Small group discussion on the characteristics that make students different from their sibling or cousin</p> <p><b><i>Assessment Strategy:</i></b></p> <p>Write a paragraph on the different aspects of oneself and the effects on one's behaviour</p> <p>Teacher creates a pictorial quiz of the different aspects of oneself using online tools for students to identify which aspect is depicted</p> | <b><i>Use relevant resource materials available (textbooks, etc)</i></b> |
|       |                  | Develop an appreciation for the differences in others | <p><b><i>Teaching and Learning Strategy:</i></b></p> <p>Game: Guess Who</p>                                                                                                                                                                                                                                                                                                                                                                                    | <b><i>The Reflection in Me:</i></b>                                      |

| TOPIC                                  | GENERAL OUTCOMES                                                                                          | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                                                              | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                               | RESOURCES/MATERIALS                                                                                                                                |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        |                                                                                                           |                                                                                                                                                                                                               | <p>Students recognise the differences that exist among their peers – physical traits, strengths, skills/talent, behavioural and cognitive traits</p> <p><i>Assessment Strategy:</i></p> <p>Given scenarios, students demonstrate through role play respect for the differences in others</p> <p>Write a story about being different and you or others appreciating being different</p> | <a href="https://youtu.be/D900XCu5XMg">https://youtu.be/D900XCu5XMg</a>                                                                            |
| <b>Family and Family Relationships</b> | Develop an understanding of the role and importance (appreciation) of family life in Trinidad and Tobago. | Define the terms and concepts associated with types of families and unions: Nuclear, Extended, Single Parent, Sibling household, Reconstituted /Reconstructed; Common Law, Visiting Relationship and Marriage | <p><i>Teaching and Learning Strategy:</i></p> <p>Create a Word Map for each word. Include the following: definition, picture/drawing, synonyms, antonyms and create my own sentence</p>                                                                                                                                                                                                | <p><i>Bunji Garlin-One family</i></p> <p><a href="https://www.youtube.com/watch?v=gW53GxvZOPc">https://www.youtube.com/watch?v=gW53GxvZOPc</a></p> |
|                                        |                                                                                                           | Identify and describe the different types of families that exist in our society-                                                                                                                              | <p><i>Teaching and Learning Strategy:</i></p>                                                                                                                                                                                                                                                                                                                                          | <p><i>Types of Family: CXC Social Studies</i></p>                                                                                                  |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                               | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                   | RESOURCES/MATERIALS                                                                                                            |
|-------|------------------|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
|       |                  | Nuclear, Extended, Single Parent, Sibling household, Reconstituted /Reconstructed (Blended)                                    | <p>Use the Frayer Model for each family type or a graphic for illustrating the types of families</p> <p><a href="#">Frayer Model Template - Bing images</a></p> <p><b>Assessment Strategy:</b></p> <p>Matching image with statements</p> <p>(See page 7 of the Social Sciences Curriculum Mapping Assessment Document)</p> | <p><a href="https://youtu.be/IE2yfoHNa5s">https://youtu.be/IE2yfoHNa5s</a></p>                                                 |
|       |                  | Identify and describe the different types of unions that exist in our society (Common Law, Visiting Relationship and Marriage) | <p><b>Teaching and Learning Strategy:</b></p> <p>Class discussions on the different types of unions and elicit student's perspectives on unions and marriage</p> <p><b>Assessment Strategy:</b></p> <p>Using real life scenarios students demonstrate their understanding of each type of union</p>                        | <p><b>Family Unions: CXC Social Studies</b></p> <p><a href="https://youtu.be/fPjZK2VnGBO">https://youtu.be/fPjZK2VnGBO</a></p> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                    | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                   | RESOURCES/MATERIALS                                                                                                                                                                                                                                                             |
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|       |                  | Explain the relationships that exist within families                | <p><b>Teaching and Learning Strategy:</b></p> <p>Use of a chart depicting a family tree to establish relationships among members</p> <p><b>Assessment Strategy:</b></p> <p>Creation of a structured questionnaire to interview elders in the family about their family history</p>         | <p><b>My family tree</b></p> <p><a href="https://familyhistorydaily.com/wp-content/uploads/2018/04/Birds-Family-Tree-Printable-Family-History-Daily.pdf">https://familyhistorydaily.com/wp-content/uploads/2018/04/Birds-Family-Tree-Printable Family-History-Daily.pdf</a></p> |
|       |                  | Construct a personal family tree showing at least three generations | <p><b>Teaching and Learning Strategy:</b></p> <p>Create concept maps Illustrations / Diagrams of family trees using various methods</p> <p>Use digital tools or photographs to construct a family tree</p> <p>Creation of a structured questionnaire to interview elders in the family</p> | <p><b>How to make a family tree diagram</b></p> <p><a href="https://venngage.com/blog/family-tree/">https://venngage.com/blog/family-tree/</a></p>                                                                                                                              |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                                                             | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                 | RESOURCES/MATERIALS                                                                                                                                   |
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|       |                  |                                                                                                              | <b><i>Assessment Strategy:</i></b><br>Students answer questions based on a fictitious family tree                                                                                                                                        |                                                                                                                                                       |
|       |                  | Describe the functions of the family – Biological, Economic, Emotional, Socialization, Cultural, Educational | <b><i>Teaching and Learning Strategy:</i></b><br>Class discussion on the functions of the family using pictures<br><br><b><i>Assessment Strategy:</i></b><br>Classify functions of the family based on scenarios or statements presented | <b><i>Functions of the Family</i></b><br><a href="https://youtu.be/hD-FKO0dxss">https://youtu.be/hD-FKO0dxss</a>                                      |
|       |                  | Describe the roles, relationships and responsibilities of individual members of the family                   | <b><i>Teaching and Learning Strategy:</i></b><br>Class discussion on the roles of individual members of the family<br><br>Students engage in role play to demonstrate responsibilities associated with each role                         | <b><i>Roles, Relationships and Responsibilities of Family Members:</i></b><br><a href="https://youtu.be/g4lN90jyOR0">https://youtu.be/g4lN90jyOR0</a> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                                                                                                                                                      | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                         | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                            |
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|       |                  |                                                                                                                                                                                                                                                                                                       | <b><i>Assessment Strategy:</i></b><br>Role play depicting the roles and responsibilities of individual family members                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                |
|       |                  | Define relevant terms and concepts (domestic violence, unemployment, poverty, drug use/ abuse, gender roles, generation gap)                                                                                                                                                                          | <b><i>Teaching and Learning Strategy:</i></b><br>Use terms and concepts appropriately)<br><br>Create a glossary of terms and definitions                                                                         | <b><i>Use the resources provided for this topic to define and explain the relevant terms and concepts</i></b>                                                                                                                                                                                                                                                                                  |
|       |                  | Explain the factors that cause conflict and affect family relationships <ul style="list-style-type: none"> <li>– Generational gap (modes of dress, choice of friends etc.)</li> <li>– Poverty, unemployment and lack of finances</li> <li>– Drug and alcohol abuse</li> <li>– Gender roles</li> </ul> | <b><i>Teaching and Learning Strategy:</i></b><br>Use newspaper articles to identify factors that affect families and their effects<br><br>Use of Resource Personnel<br><br>Research steps in conflict resolution | <b><i>Generational Gap:</i></b><br><br><b><i>The Evolution of Dance - 1950 to 2019 - By Ricardo Walker's Crew</i></b><br><a href="https://youtu.be/p-rSdt0aFuw">https://youtu.be/p-rSdt0aFuw</a><br><br><b><i>-100 Years of Teen Girls Fashion   Glamour</i></b><br><a href="https://youtu.be/sORunvibOYY">https://youtu.be/sORunvibOYY</a><br><br><b><i>Teen Substance Use and Abuse:</i></b> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                                                                                                                                                                                                                   | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                               | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|       |                  | <ul style="list-style-type: none"> <li>– Responsibility e.g., application to schoolwork</li> <li>– Sibling rivalry</li> </ul> <p>Explain the effects of selected issues on family life (for example domestic violence, alcohol and drug use and abuse, unemployment)</p> <p>Explore strategies to support families affected by the previously mentioned issues</p> | <p>Use of Scenarios depicting different situations to elicit responses from students</p> <p><i>Assessment Strategy:</i></p> <p>Group presentation of strategies that can be used to support families affected by the issues identified</p> <p>Role play strategies to resolve conflict situations</p> <p>Students create posters which depict steps in conflict resolution; Use appropriate rubric to assess posters; Classroom display of posters</p> | <p><a href="https://youtu.be/wOl_4kcE5nw">https://youtu.be/wOl_4kcE5nw</a></p> <p><i>Trinity Smart Resources (NADAPP)</i></p> <p><b><u>Links for episodes</u></b></p> <p><i>Episode 1</i></p> <p><a href="https://www.youtube.com/watch?v=Uhj0EnT-NVA">https://www.youtube.com/watch?v=Uhj0EnT-NVA</a></p> <p><i>Episode 2</i></p> <p><a href="https://www.youtube.com/watch?v=Eu95MN2EZ XU">https://www.youtube.com/watch?v=Eu95MN2EZ XU</a></p> <p><i>Episode 3</i></p> <p><a href="https://www.youtube.com/watch?v=jvKO45hJR1A">https://www.youtube.com/watch?v=jvKO45hJR1A</a></p> <p><i>Episode 4</i></p> <p><a href="https://www.youtube.com/watch?v=Np5s00NCJaM">https://www.youtube.com/watch?v=Np5s00NCJaM</a></p> <p><i>Episode 5</i></p> <p><a href="https://www.youtube.com/watch?v=-ZoZLQ3liJg">https://www.youtube.com/watch?v=-ZoZLQ3liJg</a></p> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                                    | INSTRUCTIONAL STRATEGIES                                                                                                                | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|       |                  |                                                                                     |                                                                                                                                         | <p><i>National Drug Council Website</i><br/> <a href="http://www.nationalsecurity.gov.tt/ndc/">http://www.nationalsecurity.gov.tt/ndc/</a></p> <p><i>Ministry of Health</i><br/> <a href="http://www.health.gov.tt/">http://www.health.gov.tt/</a></p> <p><i>Child abuse, gender, HIV/AIDS</i><br/> <a href="https://sta.uwi.edu/igds/breakthesilence/documents/BTS_Toolkit_complete_AS13JUNE2017.pdf">https://sta.uwi.edu/igds/breakthesilence/documents/BTS_Toolkit_complete_AS13JUNE2017.pdf</a></p> <p><i>Gender based violence in Trinidad and Tobago</i><br/> <a href="http://opm-gca.gov.tt/LinkClick.aspx?fileticket=YISA4T--R6w%3D&amp;portalid=0">http://opm-gca.gov.tt/LinkClick.aspx?fileticket=YISA4T--R6w%3D&amp;portalid=0</a><br/>           (pgs 25-67)</p> |
|       |                  | Appreciate and show respect for those in authority and senior members of the family | <p><b>Teaching and Learning Strategy:</b></p> <p>Use of student experiences with grandparents and other elderly persons in the home</p> | <p><i>Appreciation for the Elders in society- <a href="#">Infants-Activity-Pack-Week-5-Term-2.pdf</a> (<a href="http://windows.net">windows.net</a>)</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

| TOPIC                                                                                                                                                                                                                                                                                     | GENERAL OUTCOMES                                                                                                          | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                    | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                            | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                    |
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|                                                                                                                                                                                                                                                                                           |                                                                                                                           |                                                                                                                                                     | Use of news stories on students' interaction with police officers, teachers and administrators, school safety officers                                                                                              |                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Key historical events in the development of Trinidad and Tobago up to 1976.</b><br>-Pre-Columbian period<br>-Arrival of Columbus,<br>-Enslavement of African persons<br>-Indentureship<br>-Federal Union of Trinidad and Tobago<br>-Self-government<br>-Independence<br>-Republicanism | Describe the key historical events in the development of Trinidad and Tobago up to 1976 within a chronological framework. | Define and use correctly the following terms and concepts: Colonialism, Colony, Slavery Indentureship, Self-government, Independence, Republicanism | <b>Teaching and Learning Strategy:</b><br>Use of ABC Brainstorm Strategy to identify terms and concepts (See Social Studies Strategies Document Part 1)                                                             | <b>The Road to Nationhood: Crown Colony Government to Republicanism</b><br><a href="https://www.natt.gov.tt/sites/default/files/pdfs/the-road-to-nationhood.pdf">https://www.natt.gov.tt/sites/default/files/pdfs/the-road-to-nationhood.pdf</a>                                                                                                                       |
|                                                                                                                                                                                                                                                                                           |                                                                                                                           | Trace and outline the major historical events from the arrival of Columbus to Republicanism (including periods or dates)                            | <b>Teaching and Learning Strategy:</b><br>Use of videos with related questions followed by class discussion.<br><br><b>Assessment Strategy:</b><br>Create a timeline from the Pre-Columbian period to Republicanism | <b>Trinidad and Tobago Independence in 1962</b><br><a href="https://www.youtube.com/watch?v=GVlcBLX6UHU">https://www.youtube.com/watch?v=GVlcBLX6UHU</a><br><br><b>Republic Day- <a href="#">Infant-Activity-Pack-Week-1-V2.pdf</a> (<a href="#">windows.net</a>)/ <a href="#">Infants-Activity-Pack-Week-3-Term-1-2021-2022.pdf</a> (<a href="#">windows.net</a>)</b> |

| TOPIC                           | GENERAL OUTCOMES                                                                                           | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                       | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                        | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|                                 |                                                                                                            |                                                                                                                                                        |                                                                                                                                                                                                                                                 | <p><i>For the People: The Creation of a Republic</i><br/> <a href="https://www.youtube.com/watch?v=jtksHwX4tjs">https://www.youtube.com/watch?v=jtksHwX4tjs</a></p> <p><i>Milestones to Parliamentary Democracy in Trinidad and Tobago - 1498 to 1797</i><br/> <a href="https://www.youtube.com/watch?v=jgTvdPDW36s">https://www.youtube.com/watch?v=jgTvdPDW36s</a></p> <p><i>Independence Day 2022</i><br/> <a href="https://youtu.be/mxxgABnuvJQ">https://youtu.be/mxxgABnuvJQ</a></p> <p><i>TTT Live: Profile of a President: Sir Ellis Clarke</i><br/> <a href="https://www.youtube.com/watch?v=15CjenGSFkg">https://www.youtube.com/watch?v=15CjenGSFkg</a></p> |
| <b>National Symbols/Emblems</b> | Develop a sense of loyalty and national pride by recognizing the significance of national emblems/symbols. | Name and identify the National Symbols/Emblems (National Flag, National Anthem, National Pledge, National Birds, National Flower, National Instrument) | <p><b>Teaching and Learning Strategy:</b></p> <p>Create a picture board to display the national symbols of Nationhood</p> <p>Display an accurate depiction of the National Flag</p> <p>Class Discussion on the elements of the Coat of Arms</p> | <p><b>National Identity Guidelines:</b><br/> <a href="https://natt.gov.tt/sites/default/files/pdfs/National%20Identity%20Guidelines_FINALReduced%20Size.pdf">https://natt.gov.tt/sites/default/files/pdfs/National%20Identity%20Guidelines_FINALReduced%20Size.pdf</a></p> <p><b>Independence brochure (National Archives of Trinidad and Tobago)</b></p>                                                                                                                                                                                                                                                                                                             |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                  | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|       |                  |                                                   | <p>Create cut-outs of elements of the Coat of Arms and have students reproduce model</p> <p>Source resource personnel or students within the school to serenade the school body by playing an appropriate piece using the National Instrument</p> <p><b>Assessment Strategy:</b><br/>Group presentation: Each group assigned a national symbol, inclusive of National Instrument and based on research present the history of the symbol, its elements, creator and where it can be found. Include segment for personal reflection on appreciation and value of the selected national symbol/emblem</p> | <p><a href="https://www.natt.gov.tt/sites/default/files/images/FINAL%20Independence%20Brochure%20REV%2021%20Aug%202018OptimizedMin%20%281%29.pdf">https://www.natt.gov.tt/sites/default/files/images/FINAL%20Independence%20Brochure%20REV%2021%20Aug%202018OptimizedMin%20%281%29.pdf</a></p> <p><b>National Instrument</b></p> <p><a href="https://nationalarchivestt.wordpress.com/2016/01/22/vagabonds-hooligans-and-badjohns-the-violent-past-of-the-steel-bands/">https://nationalarchivestt.wordpress.com/2016/01/22/vagabonds-hooligans-and-badjohns-the-violent-past-of-the-steel-bands/</a></p> <p><a href="https://www.nalis.gov.tt/Resources/Subject-Guide/Steelband">https://www.nalis.gov.tt/Resources/Subject-Guide/Steelband</a></p> <p><b>National Symbols</b></p> <p><a href="https://www.nalis.gov.tt/Resources/Subject-Guide/National-Symbols#tabposition_25662">https://www.nalis.gov.tt/Resources/Subject-Guide/National-Symbols#tabposition_25662</a></p> |
|       |                  | Recognise the significance of the National Awards | <p><b>Teaching and Learning Strategy:</b><br/>Identify persons from the community who can receive a National Award and give reasons why</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>National Awards</b></p> <p><a href="https://otp.tt/trinidad-and-tobago/national-awards/">https://otp.tt/trinidad-and-tobago/national-awards/</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| TOPIC                                                                                                                                     | GENERAL OUTCOMES                                                            | CONTENT SCOPE/GENERAL OBJECTIVES                                                  | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                  | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                             |
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|                                                                                                                                           |                                                                             |                                                                                   | Identify other types of awards that can be given to citizens of Trinidad and Tobago                                                                                                                                                                                                                                                                                                                                                                       | <a href="https://www.nalis.gov.tt/Resources/Subject-Guide/National-Awards">https://www.nalis.gov.tt/Resources/Subject-Guide/National-Awards</a>                                                                                                                                                                                                                                                                                 |
| <b>Government (Structure and Function; Rights, Freedoms and Responsibilities of citizens and Electoral System in Trinidad and Tobago)</b> | Understand the structure and function of Government in Trinidad and Tobago. | State the reasons for having a government                                         | <b>Teaching and Learning Strategy:</b><br>Use of student experiences elicited from teacher questioning                                                                                                                                                                                                                                                                                                                                                    | <b>Purpose of Government (with guidance)</b><br><br><a href="https://www.youtube.com/watch?v=IANjKNUQERY">https://www.youtube.com/watch?v=IANjKNUQERY</a> (0.53-2.23 mins)                                                                                                                                                                                                                                                      |
|                                                                                                                                           |                                                                             | Describe the electoral system in Trinidad and Tobago (First past the post system) | <b>Teaching and Learning Strategy:</b><br><br>Use of resources from the Elections and Boundaries Commission on the electoral process<br><br>Review election results in Trinidad and Tobago to identify the characteristics of the system<br><br>Simulate an election to explain First past the post system<br><br><b>Assessment Strategy:</b><br>Create fictitious election results from a named country and students respond to questions on the results | <b>The Electoral system in Trinidad and Tobago.</b><br><a href="https://ebctt.com/electoral-process/">https://ebctt.com/electoral-process/</a><br><br><b>Preliminary Election Results 2020</b><br><br><a href="https://ebctt.com/wp-content/uploads/The-Preliminary-Results-for-the-2020-Parliamentary-Elections.pdf">https://ebctt.com/wp-content/uploads/The-Preliminary-Results-for-the-2020-Parliamentary-Elections.pdf</a> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                                              | INSTRUCTIONAL STRATEGIES                                                                                                                                                                      | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                   |
|-------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                  | Describe the structure and function of government in Trinidad and Tobago                                                                                                                      | <b>Teaching and Learning Strategy:</b><br>Graphic illustration of the three arms of Government.                                                                                               | <b>See resource at:</b><br><a href="https://www.nalis.gov.tt/Resources/Subject-Guide/Government-Structure/Central-Government">https://www.nalis.gov.tt/Resources/Subject-Guide/Government-Structure/Central-Government</a>                                                                                                                            |
|       |                  | Define the term public institution<br><br>Give examples of public institution in Trinidad and Tobago (Government ministries, departments and agencies, judiciary and statutory organisations) | <b>Teaching and Learning Strategy:</b><br>Classify public institutions<br><br>Identify examples nationally and within the school community                                                    | <b>Use the resources provided for this topic on public institutions to identify, define and explain the terms, concepts and examples</b>                                                                                                                                                                                                              |
|       |                  | Familiarize themselves with the role and function of public institutions in Trinidad and Tobago                                                                                               | <b>Teaching and Learning Strategy:</b><br>Group work – Each group is assigned a public institution. Group members interview someone employed in the selected institution and present to class | <b>Governance Institutions of Trinidad and Tobago</b><br><br><a href="https://www.commonwealthgovernance.org/countries/americas/trinidad-and-tobago/governance-institutions/">https://www.commonwealthgovernance.org/countries/americas/trinidad-and-tobago/governance-institutions/</a><br><br><b>Office of the Ombudsman of Trinidad and Tobago</b> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                         | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                             | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|       |                  |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                      | <a href="http://www.ombudsman.gov.tt/sites/default.aspx?id=13">http://www.ombudsman.gov.tt/sites/default.aspx?id=13</a><br><br><b>Consumer Affairs Division,<br/>Ministry of Trade and Industry</b><br><br><a href="https://tradeind.gov.tt/consumer-affairs-division/">https://tradeind.gov.tt/consumer-affairs-division/</a><br><br><b>Police Complaints Authority</b><br><br><a href="https://www.pca.org.tt/">https://www.pca.org.tt/</a> |
|       |                  | Be aware of those public institutions from which they can seek redress (Ombudsman, Financial Services Ombudsman, Police Complaints Authority, Consumer Affairs Division) | <b>Teaching and Learning Strategy:</b><br><br>Identify concerns people may face when accessing services<br><br>Conduct research on the public institutions through which persons can seek redress<br><br><b>Assessment Strategy-</b><br><br>Students are presented with scenarios and asked to select the appropriate public institutions from which to seek redress | <i>Use the resources provided for this topic on public institutions to expand on this objective</i>                                                                                                                                                                                                                                                                                                                                           |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                                                             | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                           | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                    |
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|       |                  |                                                                                                              | Write a letter of complaint to the relevant public institution seeking redress                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                        |
|       |                  | Describe the ways government earns revenue (for example, taxes, trade)                                       | <p><b>Teaching and Learning Strategy:</b></p> <p>Use a newspaper headline advertising budget day</p> <p>Students research and make a list of the different ways government earns revenue</p>                                                                                                                                                                                                                                       | <p><b>Budget Statement 2023-Subsection Estimates of revenue and Expenditure pgs 42-51</b></p> <p><a href="https://www.finance.gov.tt/wp-content/uploads/2022/09/Budget-Statement-2023-E-Version.pdf">https://www.finance.gov.tt/wp-content/uploads/2022/09/Budget-Statement-2023-E-Version.pdf</a></p> |
|       |                  | Describe the ways in which government spends revenue (expenditure) (for example, building of infrastructure) | <p><b>Teaching and Learning Strategy:</b></p> <p>Create an idea builder (Key ideas, facts, sample sentence, example, non-example, and definition)</p> <p>Use images of different aspects of society (schools, sports, roads, notice of salary payments) as examples for students to brainstorm other ways on which government spends revenue</p> <p>Ask students to research and list the different Ministries in Trinidad and</p> | <p><b>Budget Statement 2023-Subsection Estimates of revenue and Expenditure pgs 42-51</b></p> <p><a href="https://www.finance.gov.tt/wp-content/uploads/2022/09/Budget-Statement-2023-E-Version.pdf">https://www.finance.gov.tt/wp-content/uploads/2022/09/Budget-Statement-2023-E-Version.pdf</a></p> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                                                                                  | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                        | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                             |
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|       |                  |                                                                                                                                                                                                                                   | <p>Tobago to identify government expenditure</p> <p><i>Assessment Strategy:</i></p> <p>The Minister of Education has planned to visit your school as part of her school tours. Prepare a list of items to present to the Minister for which money should be allocated to improve education for young persons at your school</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|       |                  | <p>Define the term Local Government</p> <p>Describe the functions of Local Government and the Tobago House of Assembly (THA)</p> <p>Differentiate amongst Central and Local Government and the Tobago House of Assembly (THA)</p> | <p><i>Teaching and Learning Strategy:</i></p> <p>Research the functions of Central, Local Government and the THA</p> <p>Local Government</p> <p><i>Assessment Strategy:</i></p> <p>Given examples students can match the functions with the three (3) bodies</p>                                                                | <p><i>Ministry of Rural Development and Local Government: What we do</i></p> <p><a href="https://rdlg.gov.tt/our-ministry/what-we-do/">https://rdlg.gov.tt/our-ministry/what-we-do/</a></p> <p><i>Ministry of Rural Development and Local Government: Our history</i></p> <p><a href="https://rdlg.gov.tt/our-ministry/our-history/">https://rdlg.gov.tt/our-ministry/our-history/</a></p> <p><i>THA-About the Assembly</i></p> |

| TOPIC                         | GENERAL OUTCOMES                                       | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                                                                                                           | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                  | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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|                               |                                                        |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                           | <a href="https://www.tha.gov.tt/about-the-assembly/">https://www.tha.gov.tt/about-the-assembly/</a><br><br><a href="#"><i>Infants-Activity-Pack-Week-4-Term-2.pdf (windows.net)</i></a>                                                                                                                                                                                                                                                                                                                                                                           |
|                               |                                                        | <p>Explain the meaning of the term Human Rights</p> <p>Describe the rights and freedoms of citizens of Trinidad and Tobago, including the Rights of the Child</p> <p>Describe the civic rights and responsibilities of citizens of Trinidad and Tobago</p> | <p><b>Teaching and Learning Strategy:</b></p> <p>Use of the Preamble of the Constitution of Trinidad and Tobago which outlines the rights and freedoms of citizens</p> <p>Review of the Conventions of the Rights of the Child to identify and discuss these rights</p> <p><b>Assessment Strategy:</b></p> <p>Have students create a visual piece illustrating one Right of the Child</p> | <p><b>Constitution of the Republic of Trinidad and Tobago</b><br/> <a href="http://laws.gov.tt/pdf/Constitution.pdf">http://laws.gov.tt/pdf/Constitution.pdf</a></p> <p><b>Convention of the Rights of the Child</b><br/> <a href="https://www.unicef.org/child-rights-convention/convention-text-childrens-version">https://www.unicef.org/child-rights-convention/convention-text-childrens-version</a></p> <p><b>We all have Rights: UNICEF</b><br/> <a href="https://www.youtube.com/watch?v=6F7ie1Z07aM">https://www.youtube.com/watch?v=6F7ie1Z07aM</a></p> |
| <b>Our Physical Resources</b> | Develop an understanding and appreciation of the major | Define the terms renewable and non-renewable resources; Primary, Secondary and Tertiary                                                                                                                                                                    | <p><b>Teaching and Learning Strategy:</b></p> <p>Word/picture wall of terms and concepts</p>                                                                                                                                                                                                                                                                                              | <p><b>Renewable And Non-renewable Energy   BBC Bitesize   science</b><br/> <a href="https://youtu.be/jGds7edakbk">https://youtu.be/jGds7edakbk</a></p>                                                                                                                                                                                                                                                                                                                                                                                                            |

| TOPIC | GENERAL OUTCOMES                                                         | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                                                                        | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                              | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                      |
|-------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       | physical resources that contribute to the economy of Trinidad and Tobago | industries; Import and Export                                                                                                                                                                                           |                                                                                                                                                                                                                                                                       | <p><i>Geo for CXC</i></p> <p><a href="https://geoforcxc.com/economic-activities/">https://geoforcxc.com/economic-activities/</a></p> <p><i>2 Types of Natural Resources on Earth *EXPLAINED* Science for Kids</i></p> <p><a href="https://youtu.be/c-3KCzxEgek">https://youtu.be/c-3KCzxEgek</a></p>                                                                                     |
|       |                                                                          | <p>Identify physical resources of Trinidad and Tobago</p> <p>Locate and name areas where our physical resources can be found (Petroleum, Natural Gas, Asphalt, Gypsum, Limestone, Sand and Gravel, Rivers, Forests)</p> | <p><b>Teaching and Learning Strategy:</b><br/>Use a Picture List to identify the physical resources and include an image of each resource</p> <p>Map work: On a blank map of Trinidad and Tobago use an appropriate key to locate the relevant physical resources</p> | <p><b><i>What are the major Natural Resources of Trinidad and Tobago?</i></b></p> <p><a href="https://www.worldatlas.com/articles/what-are-the-major-natural-resources-of-trinidad-and-tobago.html">https://www.worldatlas.com/articles/what-are-the-major-natural-resources-of-trinidad-and-tobago.html</a></p> <p><b><i>Location of some of our natural/physical resources</i></b></p> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                             | INSTRUCTIONAL STRATEGIES                                                                                                                                  | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|       |                  |                                                              |                                                                                                                                                           | <a href="https://www.energy.gov.tt/our-business/aggregates/economic-minerals/">https://www.energy.gov.tt/our-business/aggregates/economic-minerals/</a>                                                                                                                                                                                                                                                                                                                                                                                                                        |
|       |                  | Name and identify types of industries in Trinidad and Tobago | <b>Teaching and Learning Strategy:</b><br>Review products used within their families to ascertain the types of industries existing in Trinidad and Tobago | <p><b><i>The major industries of Trinidad and Tobago</i></b></p> <p><a href="https://www.worldatlas.com/articles/the-major-industries-in-trinidad-and-tobago.html">https://www.worldatlas.com/articles/the-major-industries-in-trinidad-and-tobago.html</a></p> <p><b><i>The 7 sub industries in Trinidad and Tobago's Manufacturing industry</i></b></p> <p><a href="https://www.investt.co.tt/industries-and-opportunities/Electricity%20Intensive%20Manufacturing/">https://www.investt.co.tt/industries-and-opportunities/Electricity%20Intensive%20Manufacturing/</a></p> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                                           | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                          | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|       |                  | Given examples, classify Primary, Secondary and Tertiary Industries in Trinidad and Tobago | <p><b>Teaching and Learning Strategy:</b><br/>Use the Frayer Model to illustrate the terms and concepts previously mentioned</p> <p><b>Assessment Strategy:</b><br/>Worksheet to classify types of industries</p> | <p><b>How to use the Frayer Model – TeachLikeThis</b><br/><a href="https://youtu.be/AdjN09VouaU">https://youtu.be/AdjN09VouaU</a></p> <p><b>What is the difference between Primary, Secondary and Tertiary Sectors of Industry?</b><br/><a href="https://www.youtube.com/watch?v=eWpdcgOwVtg">https://www.youtube.com/watch?v=eWpdcgOwVtg</a></p> <p><b>Jobs and their classification: Primary, Secondary &amp; Tertiary sector   Educational Videos for Kids</b><br/><a href="https://youtu.be/GuzmULmcU0E">https://youtu.be/GuzmULmcU0E</a></p> <p><b>Business Sectors</b><br/><a href="https://www.youtube.com/watch?v=8KDxAWfMwf4">https://www.youtube.com/watch?v=8KDxAWfMwf4</a></p> |
|       |                  | Name the major imports and exports of Trinidad and Tobago                                  | <p><b>Teaching and Learning Strategy:</b><br/>Collection of photographs of products imported and exported</p>                                                                                                     | <p><b>Major imports and exports Trinidad and Tobago (2020)</b><br/><a href="https://oec.world/en/profile/country/tto">https://oec.world/en/profile/country/tto</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

| TOPIC                        | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                                       | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                    | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|                              |                  | Recognise the benefits of our physical resources to the economy of Trinidad and Tobago | <p><b>Teaching and Learning Strategy:</b><br/>Refer to pages 24 to 41 of the Social Studies Strategies Document (Part 2) to highlight benefits of Tourism to the economy of Trinidad and Tobago</p> <p><b>Assessment Strategy:</b><br/>For a named physical resource, list two benefits of our physical resources to the economy of Trinidad and Tobago</p> | <p><b>Main Drivers of Trinidad and Tobago's Economy</b><br/> <a href="https://www.investopedia.com/articles/investing/022415/main-drivers-trinidad-and-tobagos-economy.asp">https://www.investopedia.com/articles/investing/022415/main-drivers-trinidad-and-tobagos-economy.asp</a></p> <p><b>What Are The Major Natural Resources Of Trinidad And Tobago?</b><br/> <a href="https://www.worldatlas.com/articles/what-are-the-major-natural-resources-of-trinidad-and-tobago.html">https://www.worldatlas.com/articles/what-are-the-major-natural-resources-of-trinidad-and-tobago.html</a></p> |
| Water as a physical resource |                  | Define the terms pollution, marine, biodiversity                                       | <p><b>Teaching and Learning Strategy:</b><br/>Students develop definitions based on the review of pictures/images showing the relevant terms and concepts</p>                                                                                                                                                                                               | <p><b>Captain Planet - Captain Planet Defeats Captain Pollution [Music &amp; Sequence Appreciation]</b><br/> <a href="https://youtu.be/XLeLQy3aiSM">https://youtu.be/XLeLQy3aiSM</a></p>                                                                                                                                                                                                                                                                                                                                                                                                         |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES    | INSTRUCTIONAL STRATEGIES                                                                                                                                                              | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|       |                  |                                     |                                                                                                                                                                                       | <p><b><i>What is Water Pollution?</i></b></p> <p><a href="https://www.youtube.com/watch?v=IW8DdcS7xPA">https://www.youtube.com/watch?v=IW8DdcS7xPA</a></p> <p><b><i>What is Biodiversity?</i></b></p> <p><a href="https://www.youtube.com/watch?v=bk2nnDI68g">https://www.youtube.com/watch?v=bk2nnDI68g</a></p> <p><b><i>Introduction to Biodiversity (pages 23-24)</i></b></p> <p><a href="https://www.planning.gov.tt/sites/default/files/Green%20Days%20by%20the%20EPPD%20Activity%20Series%20%28Secondary%20School%20FINAL%20May%202020%29_compressed-2.pdf">https://www.planning.gov.tt/sites/default/files/Green%20Days%20by%20the%20EPPD%20Activity%20Series%20%28Secondary%20School%20FINAL%20May%202020%29_compressed-2.pdf</a></p> |
|       |                  | Outline the different uses of water | <p><b><i>Teaching and Learning Strategy:</i></b></p> <p>Use of students' experiences</p> <p>Using pictures or drawings show how water is important in the student's everyday life</p> | <p><b><i>Uses of Water</i></b></p> <p><a href="https://www.youtube.com/watch?v=D2s9cB1pzZ8">https://www.youtube.com/watch?v=D2s9cB1pzZ8</a></p> <p><b><i>Make your own word wall</i></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                                 | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                    | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                             |
|-------|------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                  |                                                                                  | <p>Create a Word Wall of important terms and concepts or use of a Graphic Organiser to identify domestic, agriculture and other uses of water (see pages 19 and 20 of the Social Studies Strategies Document (Part 2))</p> <p><i>Assessment Strategy:</i></p> <p>Create a poster/collage showing the different uses of water</p>                                                            | <p><a href="https://www.youtube.com/watch?v=xass9ONzZxQ">https://www.youtube.com/watch?v=xass9ONzZxQ</a></p>                                                                                                                                                                                                                                                    |
|       |                  | <p>Discuss ways to conserve water</p> <p>Justify why water must be conserved</p> | <p><i>Teaching and Learning Strategy:</i></p> <p>Discussion on the importance of water conservation based on the video titled Why I Conserve<br/> <a href="https://youtu.be/h4NwK_Xf7yE">https://youtu.be/h4NwK_Xf7yE</a></p> <p>(See page 21 of the Social Studies Strategies Document (Part 2))</p> <p>Make a commitment/personal pledge identifying ways students may conserve water</p> | <p><i>Water Conservation Activities</i><br/> <a href="https://wateruseitwisely.com/kids-teachers/fun-activities/">https://wateruseitwisely.com/kids-teachers/fun-activities/</a></p> <p><i>Water - Water Use It Wisely</i><br/> <a href="https://wateruseitwisely.com/100-ways-to-conservewater">https://wateruseitwisely.com/100-ways-to-conservewater</a></p> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                       | RESOURCES/MATERIALS                                                                                                                                                                                           |
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|       |                  |                                                 | <p><b><i>Assessment Strategy:</i></b></p> <p><b>Present the following scenario to students:</b></p> <p>There is a leak in the community for over a month. Write a letter of complaint to the WASA outlining the issue of water wastage in your community and the need to address the situation</p> <p>Create a video on the importance of conserving water</p> |                                                                                                                                                                                                               |
|       |                  | Recognize the importance of water as a resource | <p><b><i>Teaching and Learning Strategy:</i></b></p> <p>Organize a Water Appreciation Day- Have students make presentations to the assembly or make billboards. Place billboards around the school grounds advocating the importance of water</p>                                                                                                              | <p><b><i>Appreciation For What We Have: Water</i></b></p> <p><a href="https://www.youtube.com/watch?v=WpBdDRqRyX0">https://www.youtube.com/watch?v=WpBdDRqRyX0</a></p>                                        |
|       |                  | Discuss causes and effects of water pollution   | <p><b><i>Teaching and Learning Strategy:</i></b></p> <p>Create Discussion Web or Graphic Organiser to identify causes and effects</p>                                                                                                                                                                                                                          | <p><b><i>How does water pollution affect us?</i></b></p> <p><a href="https://www.activesustainability.com/water/causes-consequences-">https://www.activesustainability.com/water/causes-consequences-</a></p> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                                                  | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                    | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------|------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                  |                                                                                                   | <p>of water pollution by viewing the following video,</p> <p><a href="https://www.youtube.com/watch?v=Wv1urTMSXak">https://www.youtube.com/watch?v=Wv1urTMSXak</a></p> <p>(See pages 22 and 23 of the Social Studies Strategies Document (Part 2))</p>                                                                                      | <p><a href="https://www.water-pollution/?_adin=02021864894">water-pollution/?_adin=02021864894</a></p> <p><b>Geo for CXC: Water Pollution</b></p> <p><a href="https://geoforcxc.com/pollution/water-pollution/">https://geoforcxc.com/pollution/water-pollution/</a></p>                                                                                                                                                                                                                                                                                                                                                                                               |
|       |                  | Explain the importance of the water bodies (rivers and seas) to the people of Trinidad and Tobago | <p><b>Teaching and Learning Strategy:</b></p> <p>Identify on a blank map of Trinidad and Tobago areas of activities associated with water - agriculture, recreation, employment (tourism, transport, fishing) and trade</p> <p>Valuing Water- <a href="#">Infants-Activity-Pack-Week-11-Term-2.pub .pdf (windows.net)</a> page 1 &amp;4</p> | <p><b>Relationship with ocean vital part of Trinidad and Tobago culture</b></p> <p><a href="https://news.un.org/en/story/2017/06/558952-feature-relationship-ocean-vital-part-trinidad-and-tobago-culture">https://news.un.org/en/story/2017/06/558952-feature-relationship-ocean-vital-part-trinidad-and-tobago-culture</a></p> <p><b>Rights recognition for the Caroni River in Trinidad and Tobago</b></p> <p><a href="https://www.earthlawcenter.org/blog-entries/2019/1/rights-recognition-for-the-caroni-river-in-trinidad-and-tobago">https://www.earthlawcenter.org/blog-entries/2019/1/rights-recognition-for-the-caroni-river-in-trinidad-and-tobago</a></p> |

| TOPIC                                                                                   | GENERAL OUTCOMES                                                                       | CONTENT SCOPE/GENERAL OBJECTIVES                                         | INSTRUCTIONAL STRATEGIES                                                                                                                           | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                 |
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|                                                                                         |                                                                                        | Identify how actions and attitudes of man affect marine biodiversity     | <b>Assessment Strategy:</b><br>Create a poster showing the effects of human activity on the marine biodiversity of the Caribbean Sea               | <b>How do humans affect biodiversity</b><br><a href="https://royalsociety.org/topics-policy/projects/biodiversity/human-impact-on-biodiversity/">https://royalsociety.org/topics-policy/projects/biodiversity/human-impact-on-biodiversity/</a><br><br><b>Human impact on Biodiversity</b><br><a href="https://www.youtube.com/watch?v=wXJiHr8jWBs">https://www.youtube.com/watch?v=wXJiHr8jWBs</a> |
|                                                                                         |                                                                                        | Demonstrate ways of advocating for the conservation of our water bodies  | <b>Assessment Strategy:</b><br>Students can create video/vlog/flyer, write to MP to explain the for taking care of a water body in their community | <a href="http://planning.gov.tt/content/we-all-protect-our-species-institute-marine-affairs">http://planning.gov.tt/content/we-all-protect-our-species-institute-marine-affairs</a>                                                                                                                                                                                                                 |
| <b>Cultural Heritage and Traditions.</b><br><br><b>The population and their origins</b> | Develop an appreciation of our Cultural Heritage and the need to conserve and preserve | Define the terms Heritage, Cultural Heritage, Conservation, Preservation | <b>Teaching and Learning Strategy:</b><br>Create a word wall on the relevant terms and concepts                                                    | <b>What is heritage?</b><br><a href="https://www.youtube.com/watch?v=nf8DyjCz8UE">https://www.youtube.com/watch?v=nf8DyjCz8UE</a><br><br><b>Glossary of terms-see pgs 50-51</b><br><a href="https://edoc.coe.int/en/cultural-heritage/6551-cultural-heritage-">https://edoc.coe.int/en/cultural-heritage/6551-cultural-heritage-</a>                                                                |

| TOPIC                                                               | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                             | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                    | RESOURCES/MATERIALS                                                                                                                                                                                                         |
|---------------------------------------------------------------------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Festivals and Celebrations<br>Rites and Rituals<br>Dates and Events |                  |                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                             | <a href="http://www.heritageforpeace.org/heritage-for-peace/what-is-cultural-heritage/">and-cultural-diversity-lessons-a-handbook-for-teacher.html</a>                                                                      |
|                                                                     |                  | Describe the characteristics of our cultural heritage                                                                                                                        | <p><b>Teaching and Learning Strategy:</b></p> <p>Use of questioning to elicit responses based on students' knowledge and experiences</p> <p>Invite resource persons to provide information on groups which may not be represented in the class (Syrian Lebanese, Chinese)</p> <p>Conduct a field trip to a historical site</p> <p><b>Assessment Strategy:</b></p> <p>Write a report on their field trip</p> | <p><b>What is cultural heritage?</b></p> <p><a href="https://www.heritageforpeace.org/heritage-for-peace/what-is-cultural-heritage/">https://www.heritageforpeace.org/heritage-for-peace/what-is-cultural-heritage/</a></p> |
|                                                                     |                  | Describe the contributions by the various settlers to Trinidad and Tobago (First Peoples of Trinidad and Tobago (Tainos and Kalinagos), Europeans, Africans, Asians (Chinese | <p><b>Teaching and Learning Strategy:</b></p> <p>Group research and presentation using various forms of media on the contributions of the various settlers</p>                                                                                                                                                                                                                                              | <p><b>The First Peoples Presence In Trinidad and Tobago. NALIS 2020</b></p> <p><a href="https://www.nalis.gov.tt/Resources/Exhibitions-and-Photo-">https://www.nalis.gov.tt/Resources/Exhibitions-and-Photo-</a></p>        |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                                                                                                       | INSTRUCTIONAL STRATEGIES | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|       |                  | and East Indians) and Syrians) to: languages, religions, traditions (religious practices rites and rituals), ethnicities, festivals (cuisine, music, dress), historical sites/relics/names of places and other traditions (folklore and art and craft) |                          | <p><a href="#"><u>Galleries/ID/26/FIRST-PEOPLES#prettyPhoto</u></a></p> <p><i>The Chinese in Trinidad and Tobago:</i><br/> <a href="#"><u>https://youtu.be/UPa31Jep5N4</u></a></p> <p><i>The Experience of Indian Indenture in Trinidad: Arrival and Settlement</i><br/> <a href="#"><u>https://guyaneseonline.net/2012/03/16/the-east-indian-presence-in-trinidad-and-tobago-1845-1917-six-videos/</u></a></p> <p><i>Remembering the Past Indian Arrival Day in Trinidad and Tobago</i><br/> <a href="#"><u>https://www.youtube.com/watch?v=QPObDVqdBtQ</u></a></p> <p><i>Sewdass Sadhu Temple in the Sea -</i><br/> <a href="#"><u>https://youtu.be/ybntO_xMewI</u></a></p> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                                                                                       | INSTRUCTIONAL STRATEGIES                                                                                                                 | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|       |                  |                                                                                                                                                                                                                                        |                                                                                                                                          | <p><i>Historical Sites – Our African heritage</i><br/> <a href="https://natt.gov.tt/sites/default/files/pdfs/">https://natt.gov.tt/sites/default/files/pdfs/</a></p> <p><i>Our-African-Heritage.pdf</i><br/> <i>African Heritage – Food</i><br/> <a href="https://www.nalis.gov.tt/Resources/Subject-Guide/Emancipation-Day#tabposition_247612">https://www.nalis.gov.tt/Resources/Subject-Guide/Emancipation-Day#tabposition_247612</a></p> <p><i>African Heritage – Religion</i><br/> <a href="https://natt.gov.tt/sites/default/files/pdfs/Our-African-Heritage.pdf">https://natt.gov.tt/sites/default/files/pdfs/Our-African-Heritage.pdf</a> <i>National Heritage Sites</i><br/> <a href="http://nationaltrust.tt/heritage-sites/">http://nationaltrust.tt/heritage-sites/</a></p> |
|       |                  | Explain the significance of: Religious festivals, National festivals (Carnival, Emancipation Day, First Peoples Day, Indian Arrival Day, Tobago Heritage Festival, Celebration of religious festivals e.g., Divali, Phagwa, Christmas, | <p><b>Teaching and Learning Strategy:</b></p> <p>Student research of the different national and religious festivals and celebrations</p> | <p><b>Emancipation Day</b><br/> <a href="https://www.nalis.gov.tt/Resources/Subject-Guide/Emancipation-Day">https://www.nalis.gov.tt/Resources/Subject-Guide/Emancipation-Day</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                     | INSTRUCTIONAL STRATEGIES | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|       |                  | Easter, Eid- ul-Fitr, Shouter Baptist Liberation Day |                          | <p><i>First People- <a href="#">Infants-Activity-Pack-Week-5-V2.pdf (windows.net)</a></i></p> <p><i>Divali/Ramleela- <a href="#">Infants-Activity-Pack-Week-9.pub .pdf (windows.net)</a>/<a href="#">Infant-Activity-Pack-Week-9-2ndDraft.pdf (windows.net)</a></i></p> <p><i>Christmas- <a href="#">Infants-Activity-Pack-Week-11-V3.pub .pdf (windows.net)</a></i></p> <p><i>Eid Mubarak-<a href="#">FINAL-Infants-Activity-Pack-Week-5-Term-3.pdf (windows.net)</a></i></p> <p><i>Indian Arrival Day- <a href="#">Infants-Activity-Pack-Week-8-Term-3-FINAL.pdf (windows.net)</a></i></p> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                           | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                  | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|       |                  |                                                            |                                                                                                                                                                                                                                                           | <p><i>Carnival- <a href="#"><u>Infant-activity-week-8-Term-1pdf.pdf (windows.net)</u></a></i></p> <p><i>Shouter Baptist Liberation Day- <a href="#"><u>Infant-activity-week-13.pdf (windows.net)</u></a></i></p> <p><i>Phagwa- <a href="#"><u>Infant-activity-week-13.pdf (windows.net)</u></a></i></p>                                                                                                                                                                                                                                                                                                                                   |
|       |                  | Discuss safety precautions to be taken during celebrations | <p><b>Teaching and Learning Strategy:</b></p> <p>Class Discussion on possible safety issues associated with festivals</p> <p><b>Assessment Strategy:</b></p> <p>Create a flyer highlighting safety precautions to be observed during a named festival</p> | <p><i>Trinidad and Tobago Electricity Commission: Safety Tips for the Christmas season</i></p> <p><a href="https://www.facebook.com/watch/?v=1222887135320708"><u>https://www.facebook.com/watch/?v=1222887135320708</u></a></p> <p><i>Safety in the home: Trinidad and Tobago Fire Service</i></p> <p><a href="https://www.facebook.com/watch/?v=340549927164421"><u>https://www.facebook.com/watch/?v=340549927164421</u></a></p> <p><i>Using fireworks safely-Trinidad and Tobago Fire Service</i></p> <p><a href="https://www.facebook.com/watch/?v=720694365194547"><u>https://www.facebook.com/watch/?v=720694365194547</u></a></p> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                 | INSTRUCTIONAL STRATEGIES                                                                                                                                                     | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                  | Examine the fusion of cultural interactions to create new cultural forms which are present and unique to Trinidad and Tobago (Soca, Chutney, Rapso, Soca parang) | <p><b>Teaching and Learning Strategy:</b></p> <p>View/listen to an interview with/on Machel Montano, Ras Shorty I, Ricki Jai, Crazy or any artiste on these local genres</p> | <p><b>Music of Trinidad and Tobago</b><br/> <a href="https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Music_of_Trinidad_and_Tobago.htm">https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Music_of_Trinidad_and_Tobago.htm</a></p> <p><b>Remembering Brother Resistance</b><br/> <a href="https://www.youtube.com/watch?v=whcZ2AcIshE">https://www.youtube.com/watch?v=whcZ2AcIshE</a></p> <p><b>The Chutney Phenomenon</b><br/> <a href="https://www.caribbean-beat.com/issue-22/chutney-phenomenon#axzz7omutONIO">https://www.caribbean-beat.com/issue-22/chutney-phenomenon#axzz7omutONIO</a></p> <p><b>Chutney Soca Succession</b><br/> <a href="https://www.caribbean-beat.com/issue-123/chutney-soca-succession#axzz7omutONIO">https://www.caribbean-beat.com/issue-123/chutney-soca-succession#axzz7omutONIO</a></p> <p><b>Parang</b></p> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                                   | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                               | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------|------------------|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                  |                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                        | <a href="https://www.nalis.gov.tt/Resources/Subject-Guide/Parang">https://www.nalis.gov.tt/Resources/Subject-Guide/Parang</a><br><br><a href="https://nationaltrust.tt/parang-heritage-connection/">https://nationaltrust.tt/parang-heritage-connection/</a>                                                                                                                                                                                                                                                                                                                                                                                  |
|       |                  | Explain reasons why it is important to conserve and preserve our cultural heritage | <p><b>Teaching and Learning Strategy:</b></p> <p>Use images of historical sites and landforms and identify reasons for their conservation and preservation</p> <p>Interview relatives to identify traditions of the past, example, folklore, Patois language</p> <p><b>Assessment Strategy:</b></p> <p>Students create a poster and/or slogan on the need to preserve our heritage</p> | <p><b>Heritage sites</b></p> <p><a href="https://nationaltrust.tt/heritage-sites/">https://nationaltrust.tt/heritage-sites/</a></p> <p><b>Information sheet on heritage</b></p> <p><a href="https://en.unesco.org/sites/default/files/info_sheet_heritage.pdf">https://en.unesco.org/sites/default/files/info_sheet_heritage.pdf</a></p> <p><b>Preserving culture and heritage through generations</b></p> <p><a href="https://amf.net.au/library/uploads/files/Diversity_Matters_Forum_overview_and_theme_summaries_2014.pdf">https://amf.net.au/library/uploads/files/Diversity_Matters_Forum_overview_and_theme_summaries_2014.pdf</a></p> |
|       |                  | Evaluate means of conserving and preserving our Cultural Heritage                  | <b>Assessment Strategy:</b>                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

| TOPIC                              | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                                                                                                                            | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                          | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                    |                  |                                                                                                                                                                                                                                                                             | Develop a brochure to highlight ways of conserving and preserving our Cultural Heritage. Students create a name for the brochure and feature photos of places that we should preserve                                                                             | <p><b><i>National Trust of Trinidad and Tobago</i></b></p> <p><a href="https://nationaltrust.tt/reflections-on-heritage-at-60/">https://nationaltrust.tt/reflections-on-heritage-at-60/</a></p> <p><a href="https://nationaltrust.tt/home/wp-content/uploads/2020/03/FREE-PRINTABLE-WORKSHEETS.pdf">https://nationaltrust.tt/home/wp-content/uploads/2020/03/FREE-PRINTABLE-WORKSHEETS.pdf</a></p> |
| <b>Man Made and Built Heritage</b> |                  | Define relevant terms and concepts (Man Made Heritage - Built Environment - Built Heritage), sustainable, tourist, tourism                                                                                                                                                  | <p><b><i>Teaching and Learning Strategy:</i></b></p> <p>Create a glossary with the terms and their meanings</p>                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                    |                  | <p>Name and describe the features in the environment that are part of our man-made or built heritage.</p> <ul style="list-style-type: none"> <li>- Historical Sites such as the Magnificent Seven and the Red House</li> <li>- Relics such as Fort George Tobago</li> </ul> | <p><b><i>Teaching and Learning Strategy:</i></b></p> <p>Construct a worksheet to elicit the extent of student knowledge of heritage, cultural heritage and built heritage</p> <p>Use of worksheets from the National Trust of Trinidad and Tobago on heritage</p> | <p><b><i>The National Trust of Trinidad and Tobago</i></b></p> <p><a href="https://nationaltrust.tt/">https://nationaltrust.tt/</a></p> <p><a href="https://nationaltrust.tt/home/wp-content/uploads/2020/03/FREE-PRINTABLE-WORKSHEETS.pdf">https://nationaltrust.tt/home/wp-content/uploads/2020/03/FREE-PRINTABLE-WORKSHEETS.pdf</a></p>                                                         |

| TOPIC                                 | GENERAL OUTCOMES                                  | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                    | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                               | RESOURCES/MATERIALS                                                                                                                                       |
|---------------------------------------|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                       |                                                   | <ul style="list-style-type: none"> <li>- Places of worship such as the Temple in the Sea in Waterloo, Bait-ul-Hamid Mosque (in Icacos) and the La Divina Pastora R.C. Church in Siparia</li> <li>- Features of the manmade environment as it relates to our heritage (Civic Building such as the National Academy of the Performing Arts and Queens Hall)</li> </ul> <p>Value the significance of our Built or Manmade Heritage</p> | <p>Conduct of a field trip to any heritage building or historical site</p> <p><b>Assessment Strategy-</b></p> <p>After the field trip students can work in pairs to develop strategies/activities to increase visitors to the site</p> |                                                                                                                                                           |
| <b>Budgeting and Money Management</b> | Promote wise decision making in the management of | Define the terms income, revenue, expenditure, budget, surplus and deficit budget, delayed                                                                                                                                                                                                                                                                                                                                          | <p><b>Teaching and Learning Strategy:</b></p> <p>Graphic organizer on terms and concepts</p>                                                                                                                                           | <p><b>National Financial Literacy Programme-Money World Game</b></p> <p><a href="https://moneyworld.nflp.org.tt/">https://moneyworld.nflp.org.tt/</a></p> |

| TOPIC | GENERAL OUTCOMES                                           | CONTENT SCOPE/GENERAL OBJECTIVES                      | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                      | RESOURCES/MATERIALS                                                                                                                                                                                  |
|-------|------------------------------------------------------------|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       | personal finances and the importance of a national budget. | gratification, savings, savings plan                  |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                      |
|       |                                                            | Examine the relationship between income and budgeting | <p><b>Teaching and Learning Strategy:</b></p> <p>Using monopoly money and a list of expenditure have students illustrate how money is spent and why</p>                                                                                                                                                       | <p><b><i>SAVING, SPENDING, SHARING, BUDGET A Financial Literacy Musical Adventure for Planning Your Money</i></b></p> <p><a href="https://youtu.be/nLPZzUp3Ues">https://youtu.be/nLPZzUp3Ues</a></p> |
|       |                                                            | Differentiate between needs and wants                 | <p><b>Teaching and Learning Strategy:</b></p> <p>Generate a list to identify the must have items (needs) and the ones that the student can do without(wants) and illustrate using a graphic organizer</p> <p><b>Assessment Strategy:</b></p> <p>Students role play the difference between needs and wants</p> | <p><b><i>Difference between Needs and Wants</i></b></p> <p><a href="https://youtu.be/9ZxpWI1rDTE">https://youtu.be/9ZxpWI1rDTE</a></p>                                                               |
|       |                                                            | Discuss the benefits of budgeting                     | <p><b>Teaching and Learning Strategy:</b></p> <p>Group presentation on the benefits of budgeting and its importance in money management</p>                                                                                                                                                                   | <p><b><i>Budgeting for kids</i></b></p> <p><a href="https://youtu.be/WRcgRimBac8">https://youtu.be/WRcgRimBac8</a></p>                                                                               |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                             | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                 |
|-------|------------------|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                  | Develop a simple budget          | <p><b>Teaching and Learning Strategy:</b></p> <p>Create a journal or calendar to help plan a budget or to keep a record of spending</p> <p>Make adjustments to a simple budget in response to simple posed challenges, opportunities or unplanned simple expenditures</p> <p><b>Assessment Strategy:</b></p> <p>Group Work to develop a budget for a class party/ class outing/field trip/celebrating and commemorating a national festival or international day</p> | <p><b>CashVille Kidz Episode 23: SMART Budgeting</b><br/> <a href="https://youtu.be/58EuubFG9-c">https://youtu.be/58EuubFG9-c</a></p> <p><b>The Coffee Shop Game</b><br/> <a href="https://www.hoodamath.com/games/coffeeshopgame.html">https://www.hoodamath.com/games/coffeeshopgame.html</a></p> |
|       |                  | Describe ways of saving money    | <p><b>Teaching and Learning Strategy:</b></p> <p>Create concept map to distinguish between formal and informal ways of saving money (see page 47 of the Social Studies Strategies Document (Part 2))</p>                                                                                                                                                                                                                                                             | <p><b>A Lesson on Responsible Saving for Kids</b><br/> <a href="https://youtu.be/JkCmIxxaWlM">https://youtu.be/JkCmIxxaWlM</a></p>                                                                                                                                                                  |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES        | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                      | RESOURCES/MATERIALS                                                                                                                                                                              |
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|       |                  |                                         | <p>Invite persons from the National Financial Literacy Programme of Trinidad and Tobago to engage students on financial literacy</p> <p>Have students set a saving goal to be achieved in the short to medium term</p> <p><b>Assessment Strategy:</b></p> <p>Present a detailed scenario to students highlighting the improper use of money</p> <p>Students suggest ways money can be saved based on situations presented in the scenario</p> |                                                                                                                                                                                                  |
|       |                  | Identify the challenges of saving money | <p><b>Teaching and Learning Strategy:</b></p> <p>Brainstorming activity to determine the challenges of saving</p> <p>Teacher created scenarios to demonstrate the challenges of saving</p>                                                                                                                                                                                                                                                    | <p><b>Being Responsible With Money - Good Habits for Kids   Ask Coley Tips   Educational Videos by Mocomi</b></p> <p><a href="https://youtu.be/IHDVnOg4T6c">https://youtu.be/IHDVnOg4T6c</a></p> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES             | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                      |
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|       |                  | Construct a savings plan to purchase an item | <p><b>Assessment Strategy:</b></p> <p>Construct a savings plan to purchase an item in the short to medium term</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Social Studies Strategies Document (Part 2) page 50</b></p>                                                                                                                                                                                                                                                                                                                                                        |
|       |                  | Discuss the benefits of saving               | <p><b>Teaching and Learning Strategy:</b></p> <p>Students view the video on savings from the Trinidad and Tobago Securities and Exchange Commission to understand the importance of savings</p> <p>Use of 321 strategy to summarise their ideas</p> <p>Using post-it, have each student write a benefit of saving and place it on the board, the teacher can then group the answers and discuss with the class</p> <p><b>Assessment Strategy:</b></p> <p>Create and share a hashtag to represent the importance of savings</p> <p>Teacher created Quiz on goal setting and savings</p> | <p><b>Trinidad and Tobago Securities and Exchange Commission-Savings</b></p> <p><a href="https://youtu.be/MNOqJ0KGVR4">https://youtu.be/MNOqJ0KGVR4</a></p> <p><b>Social Studies Strategies Document (Part 2) pages 48 to 49</b></p> <p><b>321 Strategy</b></p> <p><a href="https://www.theteachertoolkit.com/index.php/tool/print-tool/3-2-1">https://www.theteachertoolkit.com/index.php/tool/print-tool/3-2-1</a></p> |

| TOPIC                                       | GENERAL OUTCOMES                                                                                                                                   | CONTENT SCOPE/GENERAL OBJECTIVES                                                                   | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                   | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>The Geography of Trinidad and Tobago</b> | Know and develop an appreciation for the physical and man-made environment of Trinidad and Tobago and the Caribbean and apply relevant map skills. | <b><u>Map Skills</u></b><br><br>Identify different types of maps- Physical, Political and Land use | <b><i>Teaching and Learning Strategy:</i></b><br><br>Use the atlas or any other resource available to illustrate different types of maps and their use<br><br><b><i>Assessment Strategy:</i></b><br><br>Students are presented with different types of maps and are asked to classify them | <b><i>Features of a Map</i></b><br><br><a href="https://www.kiddle.co/s.php?q=features+of+a+map#gsc.tab=0&amp;gsc.q=features%20of%20a%20map&amp;gsc.page=1">https://www.kiddle.co/s.php?q=features+of+a+map#gsc.tab=0&amp;gsc.q=features%20of%20a%20map&amp;gsc.page=1</a><br><br><b><i>What is a Map?</i></b><br><a href="https://www.kiddle.co/s.php?q=what+is+a+map+key#gsc.tab=0&amp;gsc.q=what%20is%20a%20map%20key&amp;gsc.page=1">https://www.kiddle.co/s.php?q=what+is+a+map+key#gsc.tab=0&amp;gsc.q=what%20is%20a%20map%20key&amp;gsc.page=1</a><br><br><b><i>Map Reading</i></b><br><a href="https://kids.britannica.com/kids/article/map-and-globe/353425">https://kids.britannica.com/kids/article/map-and-globe/353425</a> |
|                                             |                                                                                                                                                    | Identify the elements of a map (border, legend or key,                                             | <b><i>Teaching and Learning Strategy:</i></b><br><br>Use atlas to identify basic map features                                                                                                                                                                                              | <b><i>Map Skills: How to read a map</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                             | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                 | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                     |
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|       |                  | arrow showing north, scale, title)                           | <p>Students create of a fictitious country and include all elements of the map accurately</p> <p><i>Assessment Strategy:</i></p> <p>Using a blank map, have students insert the 5 key elements of a map</p>                                                                                                                                              | <p><a href="https://emapshop.com/wp-content/uploads/2016/08/E3.jpg">https://emapshop.com/wp-content/uploads/2016/08/E3.jpg</a></p> <p><i>Using a Map Scale Song (Line it Up) Fall Out Boy Parody</i></p> <p><a href="https://youtu.be/Xd8gJm5c4CY">https://youtu.be/Xd8gJm5c4CY</a></p> |
|       |                  | Read and interpret basic conventional symbols on a given map | <p><i>Teaching and Learning Strategy:</i></p> <p>Define the concept map symbol</p> <p>Given a map, students create a suitable legend or key using standard conventional symbols</p> <p><i>Assessment Strategy:</i></p> <p>Complete a worksheet or use oral questioning for students to identify symbols on a given map and state what they represent</p> | <p><i>Geo for CXC: Reading and Interpreting Conventional Symbols</i></p> <p><a href="https://geoforcxc.com/map-skills/map-symbols/">https://geoforcxc.com/map-skills/map-symbols/</a></p>                                                                                               |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                                       | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                         | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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|       |                  | Measure the distance between two places on a map using a linear scale                  | <p><b>Teaching and Learning Strategy:</b></p> <p>Using a basic map with places identified as points, have students practice measuring distance using strips of paper and apply the rule “from” and “to”</p> <p><b>Assessment Strategy:</b></p> <p>Use a worksheet to test the application of the steps in measuring distance</p> | <p><b>Geography Map Skills: Scale and Distance</b></p> <p><a href="https://youtu.be/K3aM0H7j_Jg">https://youtu.be/K3aM0H7j_Jg</a></p>                                                                                                                                                                                                                                                                                                                             |
|       |                  | Locate places on a map using Compass Direction (8 points) and 4 figure grid references | <p><b>Teaching and Learning Strategy:</b></p> <p>Skill development through the application of the steps in locating places and giving directions</p> <p><b>Assessment Strategy:</b></p> <p>Treasure Hunt: Use of the Compass Direction (8 points) and four figure grid reference to locate objects on a worksheet</p>            | <p><b>Cardinal Direction</b></p> <p><a href="https://kids.kiddle.co/Cardinal_direction">https://kids.kiddle.co/Cardinal_direction</a></p> <p><b>Four figure grid references</b></p> <p><a href="https://youtu.be/c-3KCzxEgek">https://youtu.be/c-3KCzxEgek</a></p> <p><b>Geo For CXC: Four Figure Grid Reference</b></p> <p><a href="https://geoforcxc.com/map-skills/4-figure-grid-reference/">https://geoforcxc.com/map-skills/4-figure-grid-reference/</a></p> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                            | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                              | RESOURCES/MATERIALS                                                                                                                                                                                                |
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|       |                  | Using the using Compass Direction (8 points), give the direction of Caribbean territories in relation to Trinidad and Tobago and vice versa                                 | <p><b>Teaching and Learning Strategy:</b></p> <p>In class activity: Each child creates a small eight-point compass for the teacher to demonstrate its importance in determining the direction of places in relation to others</p> <p>Use of practice sheets for skill development</p> | <p><b>Compass Directions</b><br/> <a href="https://youtu.be/Cu4XY9eHRsU">https://youtu.be/Cu4XY9eHRsU</a></p>                                                                                                      |
|       |                  | <p><b><u>Landforms and Land-use</u></b></p> <p>Define Physical Environment, Man Made Environment, Land Use, Settlement (Rural and Urban) and Physical/Natural Resources</p> | <p><b>Teaching and Learning Strategy:</b></p> <p>Use Google Maps, atlas and/or Ordinance Survey Maps and photographs to identify aspects of each term and concept and provide definitions</p>                                                                                         | <p><b>BBC Bitesize: What are human and physical features?</b><br/> <a href="https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zr8q7nb">https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zr8q7nb</a></p> |
|       |                  | Name and locate the main landforms of Trinidad and Tobago on a map                                                                                                          | <p><b>Teaching and Learning Strategy:</b></p> <p>On a Map of Trinidad and Tobago accurately name and locate the major physical features (see page 5 of the Social Studies Strategies Document (Part 2)</p> <p><b>Assessment Strategy:</b></p>                                         | <p><b>Places of Interest in Trinidad and Tobago</b><br/> <a href="#">places of interest in trinidad and tobago - Google Maps</a></p>                                                                               |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                                                              | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                     | RESOURCES/MATERIALS                                                                                                                                                                                                                         |
|-------|------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                  |                                                                                                               | Create a map showing the how the location of major landforms in Trinidad and Tobago                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                             |
|       |                  | Describe with, examples, basic landforms: mountains, ranges, hills valleys, plains, peninsulas, swamps, river | <p><b>Teaching and Learning Strategy:</b></p> <p>Make 2D or 3D models of basic landforms (see pages 7 to 10 of the Social Studies Strategies Document (Part 2))</p> <p><b>Assessment Strategy:</b></p> <p>Create a multimedia presentation - one slide can be made for each landform or feature. Each slide should have the term, the student's definition and the image</p> | <p><b>Exploring Landforms and Bodies of Water for Kids - FreeSchool</b></p> <p><a href="https://youtu.be/BsqKTJtK_vw">https://youtu.be/BsqKTJtK_vw</a></p>                                                                                  |
|       |                  | Develop an appreciation for the physical environment of Trinidad and Tobago                                   | <p><b>Teaching and Learning Strategy:</b></p> <p>Create a brochure Identifying a specific landform, for example, The San Fernando Hill and explain how it can be appreciated by persons (see page 11 of the Social Studies Strategies Document (Part 2))</p>                                                                                                                 | <p><b>EMA: Beauty of Nature</b></p> <p><a href="https://youtu.be/lyZS_5ggNgU">https://youtu.be/lyZS_5ggNgU</a></p> <p><b>National Trust:</b></p> <p><a href="#">Caroni Swamp/Bird Sanctuary — National Trust of Trinidad and Tobago</a></p> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                          | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                         | RESOURCES/MATERIALS                                                                                                                                                                             |
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|       |                  |                                                                           | <p><b><i>Assessment Strategy:</i></b></p> <p>Based on given descriptions, students identify places of interest to populate a schedule for a <b>Know Your Country Tour</b></p>                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                 |
|       |                  | Discuss the types of land use: housing, agriculture, recreation, industry | <p><b><i>Teaching and Learning Strategy:</i></b></p> <p>Identify examples of each type of land use within the school's community</p>                                                                                                                                                                                                                                                                                                                                             | <p><b>Types of land use</b><br/> <a href="https://youtu.be/vbP-o6-ETuA">https://youtu.be/vbP-o6-ETuA</a></p>                                                                                    |
|       |                  | Differentiate between rural and urban settlements                         | <p><b><i>Teaching and Learning Strategy:</i></b></p> <p>Use of aerial photographs and Google Earth to observe differences between rural and urban settlements</p> <p>Class discussion to elicit from students observed differences between urban and rural settlements near to the school</p> <p><b><i>Assessment Strategy:</i></b></p> <p>Using the information provided on rural and urban areas, students produce a reflective piece on where they prefer to live and why</p> | <p><b><i>Types of Communities for Kids   Urban, Suburban and Rural Communities   Social Studies for Kids</i></b><br/> <a href="https://youtu.be/KMZFIxwcm4">https://youtu.be/KMZFIxwcm4</a></p> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                              | INSTRUCTIONAL STRATEGIES                                                                                                                    | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------|------------------|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                  | Name major cities, /towns and villages of Trinidad and Tobago | <b>Teaching and Learning Strategy:</b><br>Locate on a Map of Trinidad and Tobago major cities, /towns and villages                          | <b>NALIS: Towns and Villages</b><br><a href="https://www.nalis.gov.tt/Resources/Subject-Guide/Towns-and-Villages">https://www.nalis.gov.tt/Resources/Subject-Guide/Towns-and-Villages</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|       |                  | Compare the features of a town with those of a village        | <b>Teaching and Learning Strategy:</b><br>Using pictures/video of towns and villages have student identify the similarities and differences | <b>Google Earth: Port of Spain</b><br><a href="https://earth.google.com/web/search/Port+of+Spain/@10.66850956,-61.51390425,28.89354115a,18284.16852853d,35y,0h,0t,0r/data=CngaThJiCiUweDhjMzYwN2RlMTc0YmMzNDk6MHhkZGRlZjYlMzE2MGO0Mjg1GcvQHWkVUiVAIWq8dJMYwU7AKg1Ob3J0IG9mIFNwYWluGAIgASImCiQJTaVlyZM8O0AR16uHuVtNE0AZN09u9Tt9ZUAhmgMgvzsuOkA">https://earth.google.com/web/search/Port+of+Spain/@10.66850956,-61.51390425,28.89354115a,18284.16852853d,35y,0h,0t,0r/data=CngaThJiCiUweDhjMzYwN2RlMTc0YmMzNDk6MHhkZGRlZjYlMzE2MGO0Mjg1GcvQHWkVUiVAIWq8dJMYwU7AKg1Ob3J0IG9mIFNwYWluGAIgASImCiQJTaVlyZM8O0AR16uHuVtNE0AZN09u9Tt9ZUAhmgMgvzsuOkA</a><br><br><b>Google Earth: Cedros</b><br><a href="https://earth.google.com/web/search/Cedros/@10.10195511,-61.82849323,25.65701571a,18304.51539868d,35y,0h,0t,0r/data=">https://earth.google.com/web/search/Cedros/@10.10195511,-61.82849323,25.65701571a,18304.51539868d,35y,0h,0t,0r/data=</a> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                             | INSTRUCTIONAL STRATEGIES                                                                                                                   | RESOURCES/MATERIALS                                                                                                                                                                                                 |
|-------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                  |                                                                                                                                              |                                                                                                                                            | <a href="https://www.youtube.com/watch?v=CnEaRxJBCiU">CnEaRxJBCiUweDhjMzVhNjQ4MzM5Yjc1NTU6MHhmYzkwNjY0NTU5YzhiNGUyGYO2OZL-OyRAIfN0rigl507AKgZDZWRyb3MYAiABliYKJAnPKgG31VckOBFq6OiMiiIkOBm4sHV2Kc9OwCFdtkfv-xOwA</a> |
|       |                  | <b><u>Seasons and Hazards</u></b><br><br>Describe the seasons in Trinidad and Tobago: dry season, wet season                                 | <b><i>Teaching and Learning Strategy:</i></b><br><br>Use of a rainfall and temperature chart to show the variations across the two seasons | <b><i>Trinidad and Tobago Meteorological Service: Climate</i></b><br><br><a href="https://www.metoffice.gov.tt/Climate">https://www.metoffice.gov.tt/Climate</a>                                                    |
|       |                  | Define the terms natural event, natural hazard and natural disaster<br><br>Distinguish between the terms natural hazard and natural disaster | <b><i>Teaching and Learning Strategy:</i></b><br><br>Identify examples of natural disasters in the Caribbean                               | <b><i>What Exactly is a Natural Hazard?</i></b><br><br><a href="https://youtu.be/rZjSVSxPm0Q">https://youtu.be/rZjSVSxPm0Q</a>                                                                                      |
|       |                  | Name three hazards that affect Trinidad and Tobago                                                                                           | <b><i>Teaching and Learning Strategy:</i></b>                                                                                              | <b><i>Hazards-Trinidad and Tobago</i></b><br><br><a href="https://odpm.gov.tt/node/15">https://odpm.gov.tt/node/15</a>                                                                                              |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                        | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                              | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                  |                                                                                                                                                                         | Graphic organiser to show the three types of hazards                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|       |                  | Explain the effects of Tropical Storms/Hurricanes, Flooding and Drought on people and the environment                                                                   | <p><b>Teaching and Learning Strategy:</b></p> <p>Use examples in Trinidad and Tobago where possible, of students' experience. Have students make a list of the impact of flooding on their lives. The teacher can then expand through discussion</p> <p>Use of Photographs to highlight the effects on people and the environment</p> | <p><b><i>Hurricane Dorian tears through parts of the Bahamas</i></b><br/> <a href="https://youtu.be/P6ShYNAAYAQ">https://youtu.be/P6ShYNAAYAQ</a></p> <p><b><i>Hurricane Dorian hammers the Bahamas for more than 24 hours   ABC News</i></b><br/> <a href="https://youtu.be/qLuxhVpKdTw">https://youtu.be/qLuxhVpKdTw</a></p>                                                                                                                                                                                                                        |
|       |                  | <p>Know basic safety precautions for disasters such as fire, earthquakes and hurricanes</p> <p>Identify the local agencies for disaster preparedness and management</p> | <p><b>Teaching and Learning Strategy:</b></p> <p>Class Discussion on safety practices during a disaster</p> <p>Resource personnel form ODPM/Disaster Unit (Regional Corporation)</p> <p>Students can provide examples of some precautions they may have taken</p>                                                                     | <p><b><i>Earthquakes</i></b><br/> <a href="https://odpm.gov.tt/sites/default/files/Earthquakes.pdf">https://odpm.gov.tt/sites/default/files/Earthquakes.pdf</a></p> <p><a href="http://www.weready.org/earthquake/index.php?option=com_content&amp;view=article&amp;id=60&amp;Itemid=73">http://www.weready.org/earthquake/index.php?option=com_content&amp;view=article&amp;id=60&amp;Itemid=73</a></p> <p><b><i>CDEMA - WE READY - (Drop, Cover, Hold- On)</i></b><br/> <a href="https://youtu.be/ixWh2RA0m9Y">https://youtu.be/ixWh2RA0m9Y</a></p> |

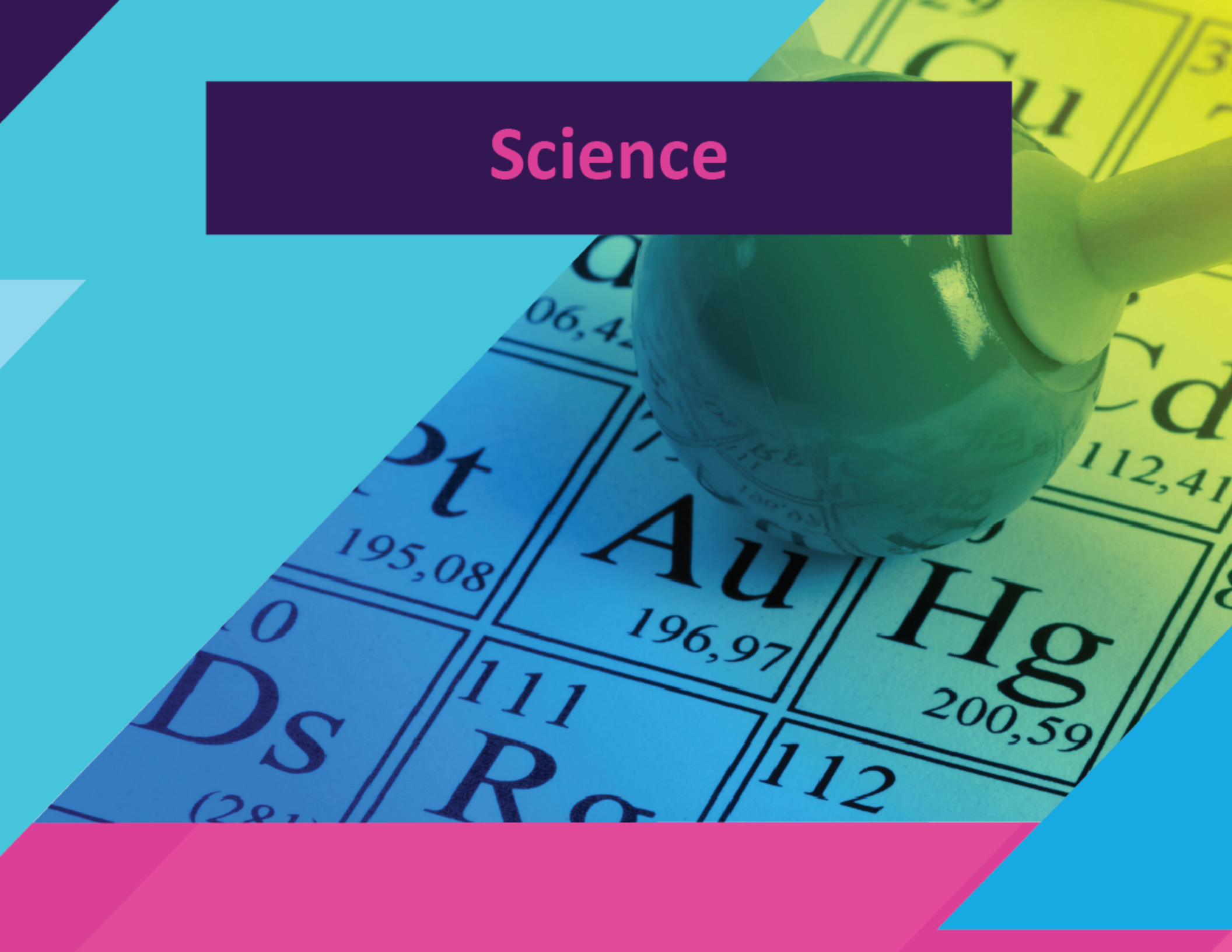
| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                         | INSTRUCTIONAL STRATEGIES                                                                                                                                                   | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------|------------------|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                  | Suggest three precautions that can be taken to protect life and property | <p><b>Assessment Strategy:</b></p> <p>For a named hazard, in groups, students prepare a disaster preparedness plan for placement on the class or school's notice board</p> | <p><b>Hurricanes</b></p> <p><a href="https://odpm.gov.tt/sites/default/files/Hurricanes.pdf">https://odpm.gov.tt/sites/default/files/Hurricanes.pdf</a></p> <p><a href="http://weready.org/hurricane/">http://weready.org/hurricane/</a></p> <p><b>Flooding</b></p> <p><a href="https://odpm.gov.tt/sites/default/files/Flooding.pdf">https://odpm.gov.tt/sites/default/files/Flooding.pdf</a></p> <p><b>Trinidad and Tobago Fire Service-Fire Prevention Series Part 1</b></p> <p><a href="https://www.facebook.com/watch/?v=853078278928747">https://www.facebook.com/watch/?v=853078278928747</a></p> <p><b>Trinidad and Tobago Fire Service-Fire Prevention Series Part 2</b></p> <p><a href="https://www.facebook.com/watch/?v=237432128144971">https://www.facebook.com/watch/?v=237432128144971</a></p> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES | INSTRUCTIONAL STRATEGIES | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------|------------------|----------------------------------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                  |                                  |                          | <p><i>Trinidad and Tobago Fire Service-Fire Prevention Series Part 3</i></p> <p><a href="https://www.facebook.com/watch/?v=2951698458431912">https://www.facebook.com/watch/?v=2951698458431912</a></p> <p><i>ODPM: Wet Hurricane Season Preparedness Guidelines</i></p> <p><a href="https://odpm.gov.tt/sites/default/files/2019%20ODPM%20HURRICANE%20PREPAREDNESS%20GUIDE%20FINAL%20(1)-compressed.pdf">https://odpm.gov.tt/sites/default/files/2019%20ODPM%20HURRICANE%20PREPAREDNESS%20GUIDE%20FINAL%20(1)-compressed.pdf</a></p> <p><i>Disaster Preparedness Checklist</i></p> <p><a href="https://odpm.gov.tt/sites/default/files/Disaster%20Checklist.pdf">https://odpm.gov.tt/sites/default/files/Disaster%20Checklist.pdf</a></p> <p><i>Office of Disaster Preparedness and Management</i></p> <p><a href="https://odpm.gov.tt/">https://odpm.gov.tt/</a></p> |

| TOPIC                                 | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                                                                                                                                             | INSTRUCTIONAL STRATEGIES                                                                                                               | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                       |                  |                                                                                                                                                                                                                                                                                              |                                                                                                                                        | <b>Ministry of Rural Development and Local Government: What we do</b><br><br><a href="https://rdlg.gov.tt/our-ministry/what-we-do/">https://rdlg.gov.tt/our-ministry/what-we-do/</a>                                                                                                                                                                                                                                                                                                                                |
| <b>The Geography of the Caribbean</b> |                  | Locate on a map of the world the Caribbean Region                                                                                                                                                                                                                                            | <b>Teaching and Learning Strategy:</b><br><br>Use atlas, globes and Google maps to locate the Caribbean Region and Trinidad and Tobago | <b>Blank Map of the World</b><br><br><a href="https://worldmapblank.com/blank-map-of-world/">https://worldmapblank.com/blank-map-of-world/</a>                                                                                                                                                                                                                                                                                                                                                                      |
|                                       |                  | On a blank map of the Caribbean name and locate the following geographic divisions: Greater Antilles, Lesser Antilles, Windward and Leeward Islands and South and Central America territories<br><br><br>Name and locate on a blank map the water bodies which surround the Caribbean Region | <b>Teaching and Learning Strategy:</b><br><br>Use Maps to locate the Caribbean territories and surrounding bodies of water             | <b>Geographic Divisions West Indies</b><br><br><a href="https://www.britannica.com/place/West-Indies-island-group-Atlantic-Ocean">https://www.britannica.com/place/West-Indies-island-group-Atlantic-Ocean</a><br><br><a href="https://www.worldatlas.com/articles/what-is-the-difference-between-the-greater-antilles-and-the-less-antilles.html">https://www.worldatlas.com/articles/what-is-the-difference-between-the-greater-antilles-and-the-less-antilles.html</a><br><br><b>Blank Maps of the Caribbean</b> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                                                         | INSTRUCTIONAL STRATEGIES                                                                                           | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                              |
|-------|------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                  |                                                                                                          |                                                                                                                    | <a href="https://www.twinkl.co.uk/illustration/caribbean-map-black-and-white">https://www.twinkl.co.uk/illustration/caribbean-map-black-and-white</a><br><br><a href="https://www.sheppardsoftware.com/caribbeanweb/blankmap.htm">https://www.sheppardsoftware.com/caribbeanweb/blankmap.htm</a> |
|       |                  | Define the Commonwealth Caribbean (historically)<br><br>Identify countries of the Commonwealth Caribbean | <b><i>Teaching and Learning Strategy:</i></b><br><br>Research and list the countries of the Commonwealth Caribbean | <b><i>The Commonwealth</i></b><br><br><a href="https://thecommonwealth.org/our-member-countries">https://thecommonwealth.org/our-member-countries</a>                                                                                                                                            |

# Science



## SCIENCE

| TOPIC                        | GENERAL OUTCOMES                                                                                                                   | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Living and non-living things | <p>Distinguish amongst living things based on their characteristics.</p> <p>Distinguish between vertebrates and invertebrates.</p> | <p>1. List the characteristics of living things (suggested use of acronym GRIMNER).</p> <p>2. Describe each of the characteristics:</p> <ul style="list-style-type: none"> <li>• growing (growth),</li> <li>• reproducing (reproduction),</li> <li>• sensitive to environment,</li> <li>• moving (locomotion),</li> <li>• eating (nutrition),</li> <li>• producing waste (excretion), and</li> <li>• breathing (respiration)</li> </ul> <p>3. Compare living and non-living things in terms</p> | <p><b>Cooperative/Collaborative Learning</b></p> <ul style="list-style-type: none"> <li>• <b>Drama</b> – Teaching strategies include Role Play and Artifacts.</li> <li>• <b>Brainstorming</b> – Students are assisted in understanding what they already know about the topic and general ideas related to living and nonliving things.</li> <li>• <b>Think-Pair-Share</b> – Students required to think of their response with respect to living and nonliving things, then share with class.</li> <li>• <b>Making of Posters</b> – A visual display either provided by teacher or which students construct about living and nonliving things.</li> <li>• <b>Group Work</b> – Students work in manageable groups to reason and learn about the physical characteristics of living and nonliving things.</li> </ul> <p><b>Inquiry-Based Learning</b></p> | <p><a href="https://youtu.be/eb-EjLiGROY">https://youtu.be/eb-EjLiGROY</a></p> <p><a href="https://www.openscienced.org/7-4-matter-cycling-overview/">https://www.openscienced.org/7-4-matter-cycling-overview/</a></p> <p><a href="https://www.oercommons.org/courses/water-retention-no-problem-with-">https://www.oercommons.org/courses/water-retention-no-problem-with-</a></p> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                 | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                | RESOURCES/MATERIALS                                                                                                                                                                      |
|-------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                  | <p>of similarities and differences.</p> <p>4. Define the term vertebrate and invertebrate.</p> <p>5. Describe the characteristics of <b>invertebrates</b>. (Animals that do not possess a backbone or an internal skeleton e.g. snails, worms, insects).</p> <p>6. Describe the characteristics of <b>vertebrates</b> (Animals that possess a backbone and an internal skeleton e.g. humans, birds, snakes).</p> | <p>Teacher guided examination of specimen</p> <ul style="list-style-type: none"> <li>• Pose real questions,</li> <li>• Find resources,</li> <li>• Interpret information, and</li> <li>• Report findings.</li> <li>• Use of K-W-L-S (what I <u>K</u>now, what I <u>W</u>ant to know, what I <u>L</u>earnt, what I <u>S</u>till want to know)</li> <li>• Chart as activity/learning tool.</li> <li>• Brainstorming</li> <li>• Think-Pair-Share</li> <li>• Classroom Discussion</li> </ul> | <p><a href="#">the-key-vertebrates-invertebrates-investigation/view</a></p> <p><a href="https://www.youtube.com/watch?v=mRidGna-V4E">https://www.youtube.com/watch?v=mRidGna-V4E</a></p> |

| TOPIC      | GENERAL OUTCOMES                                              | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                                                                                                                                                                                        | INSTRUCTIONAL STRATEGIES              | RESOURCES/MATERIALS                      |
|------------|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|------------------------------------------|
| Soil types | Investigate the movement of water through various soil types. | <p>7. List the groups of vertebrates (mammals birds, reptiles amphibians, fish).</p> <p>8. Describe the characteristics of each group.</p> <p>9. Categorize vertebrates into groups of:</p> <ol style="list-style-type: none"> <li>1. Mammals</li> <li>2. Birds</li> <li>3. Reptiles</li> <li>4. Amphibians</li> <li>5. Fish</li> </ol> | <p><b>Collaborative Learning:</b></p> | <p><u>Getting to Know Soils OER:</u></p> |

| TOPIC                                 | GENERAL OUTCOMES                                                                                                                                                                                                                                               | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Scientific instruments and their uses | <p>Use of standard instruments used for measurement in science</p> <ul style="list-style-type: none"> <li>Length - meter rule</li> <li>Mass - balance</li> <li>Weight - spring balance</li> <li>Volume-measuring cylinder</li> <li>Time - stopwatch</li> </ul> | <ol style="list-style-type: none"> <li>List the different categories of soil types</li> <li>Describe the characteristics of the different soil types</li> <li>Perform practical activities to investigate movement of water through various soil types</li> </ol> <p>Identify instruments to measure length, mass, volume, temperature, and time.</p> <ol style="list-style-type: none"> <li>Label the parts of a thermometer</li> <li>Use instruments to measure length, mass, volume,</li> </ol> | <p><b>Group work</b> – Student work in groups to conduct experiments to determine which soil type allows for better drainage.</p> <p><b>Measuring skills</b> – use of measuring cylinder and beakers to demonstrate reading off instruments. E.g., flat surface, reading at eye level, reading off the meniscus etc.</p> <p><b>Demonstration</b> – teacher demonstrates the proper use of each instrument explaining the reading to be obtained, units and abbreviated term used for each instrument. Each student records their</p> | <p><a href="https://www.globe.gov/documents/348830/351088/ElementaryGLOBE_SoilActivity1_en.pdf">https://www.globe.gov/documents/348830/351088/ElementaryGLOBE_SoilActivity1_en.pdf</a></p> <p><u>Types of Soils:</u></p> <p><a href="https://www.youtube.com/watch?v=7h6psLfYA7w">https://www.youtube.com/watch?v=7h6psLfYA7w</a></p> <p><a href="https://www.youtube.com/watch?v=-0p2RD0VnR0">https://www.youtube.com/watch?v=-0p2RD0VnR0</a></p> <p><a href="https://www.youtube.com/watch?v=ptaVY3-vRZM">https://www.youtube.com/watch?v=ptaVY3-vRZM</a></p> <p><a href="https://www.youtube.com/watch?v=SE-nUrbELE">https://www.youtube.com/watch?v=SE-nUrbELE</a></p> |

| TOPIC | GENERAL OUTCOMES                                                            | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                                                                     | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | RESOURCES/MATERIALS                                                                                   |
|-------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
|       | <ul style="list-style-type: none"> <li>Temperature - thermometer</li> </ul> | temperature, and time.<br>3. Record readings in table, units used for each instrument and the abbreviated term used in measurement.<br>4. Define the terms mass and weight<br>5. Distinguish between mass and weight | <p>readings in the table provided by the teacher.</p> <p><b>Groupwork</b> – students are placed in groups and are asked to prepare a checklist for the proper use of the instrument assigned.</p> <p><b>Making of posters</b> – A visual display of all the standard instruments used for measurement in science created by students or teacher</p> <p><b>Student Workstation</b> – stations are set up with one instrument assigned to each station with instructions for a task using the instrument. Students in groups move from station-to-station completing the task given in the instructions. Class then meets to share and discuss the results for each task.</p> | <a href="https://www.youtube.com/watch?v=6i1dc9ZrZCY">https://www.youtube.com/watch?v=6i1dc9ZrZCY</a> |

| TOPIC                                     | GENERAL OUTCOMES                                                                       | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                                                                         | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Parts of the:<br>(i) plant<br>(ii) flower | Examine the external parts of a plant<br><br>Examine the external parts of the flower. | 1. List the parts of a plant:<br><br>Shoot System <ul style="list-style-type: none"> <li>Stem</li> <li>Fruit</li> <li>Flower</li> <li>Leaf</li> </ul> Root System <ul style="list-style-type: none"> <li>Root</li> </ul> | <p><b>Class discussion</b></p> <p><b>Individual work</b> - Using a thermometer, the teacher names the parts of the thermometer and the function of each part. Students then label the parts from the diagram provided by the teacher.</p> <ul style="list-style-type: none"> <li><b>Classroom discussion:</b> parts of a plant and flower</li> <li><b>Inquiry-based:</b> <ul style="list-style-type: none"> <li>A specimen of an easily available plant (seedling) and flower (e.g., Hibiscus) should be provided for examination and drawing.</li> <li>Examination of a specimen as an experimental skill.</li> <li>A hand lens may be used.</li> <li>Drawing as an experimental skill.</li> </ul> </li> </ul> | <p>Cornforth, Kyle. "Garden Science: Biology of a Flower". OER Commons. Institute for the Study of Knowledge Management in Education, 12 Feb. 2014. Web. 06 Jan. 2023.</p> <p><a href="https://www.oercommons.org/authoring/4958-garden-science-biology-of-a-flower">https://www.oercommons.org/authoring/4958-garden-science-biology-of-a-flower</a></p> <p>Bawden-Davis, Julie. "Diagram of the Parts of a Flower" sciencing.com, <a href="https://sciencing.com/diagram-of-the-parts-of-a-flower/">https://sciencing.com/diagram-of-the-parts-of-a-flower/</a></p> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                               | INSTRUCTIONAL STRATEGIES | RESOURCES/MATERIALS                                                                                                                                                                                                            |
|-------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                  | <ol style="list-style-type: none"> <li>2. Draw a plant and label its parts</li> <li>3. List the external parts of a flower: <ul style="list-style-type: none"> <li>• Petals</li> <li>• Sepals</li> <li>• Anther and filaments (parts of the stamen)</li> <li>• Style and Stigma (parts of the pistil).</li> </ul> </li> <li>4. Distinguish amongst the external parts of a flower.</li> <li>5. Draw a flower showing all the external parts and label each clearly.</li> </ol> |                          | <p><a href="https://www.youtube.com/watch?v=of-a-flower-13426180.html">of-a-flower-13426180.html</a> 6 January 2023.</p> <p>Look inside a flower - <a href="https://youtu.be/R9sn7HZM7uY">https://youtu.be/R9sn7HZM7uY</a></p> |

# Agricultural Science



## Agricultural Science

| TOPIC                                                     | GENERAL OUTCOMES                                                                                                     | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                                                                                                                                                                      | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Crops commonly cultivated for food in Trinidad and Tobago | <ul style="list-style-type: none"> <li>Identify crops commonly cultivated for food in Trinidad and Tobago</li> </ul> | <p>1. Name the different Crop Groups:</p> <ol style="list-style-type: none"> <li>Cereals</li> <li>Legumes</li> <li>Leaf Crops</li> <li>Fruit Crops</li> <li>Root Crops</li> <li>Fibers</li> <li>Spices</li> <li>Medicines</li> <li>Forest products</li> </ol> <p>2. Identify different crops from each crop group</p> | <p><b>Use teacher guided activity for students to:</b></p> <ul style="list-style-type: none"> <li>Produce lists, tables and charts showing different crop groups.</li> </ul> <p>5. Match/drag and drop different crops into crop groups.</p> <p>6. Use of diagrams/pictures or drawings to help with the skill of distinguishing various crops commonly cultivated for food in Trinidad and Tobago</p> <p><b>Cooperative/Collaborative Learning</b></p> <p>7. <b>Making of Posters</b> –<br/>A visual display either</p> | <ul style="list-style-type: none"> <li>Visit to Kaleb's Farm in Santa Cruz, Trinidad &amp; Tobago:<br/><a href="https://www.youtube.com/watch?v=LJHLI3FKRGM&amp;t=28s">https://www.youtube.com/watch?v=LJHLI3FKRGM&amp;t=28s</a></li> <li>Visit to a Pawpaw / Papaya Farm in Trinidad &amp; Tobago<br/><br/><a href="https://www.youtube.com/watch?v=SvJUImIDnME">https://www.youtube.com/watch?v=SvJUImIDnME</a></li> <li>Ministry of Agriculture, Land and Fisheries, Fruits grown in Trinidad and Tobago<br/><br/><a href="https://agriculture.gov.tt/publications/fruits-grown-in-trinidad-and-tobago/">https://agriculture.gov.tt/publications/fruits-grown-in-trinidad-and-tobago/</a></li> </ul> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                                       | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                       | RESOURCES/MATERIALS |
|-------|------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
|       |                  | 3. Classify different crops cultivated in Trinidad and Tobago according to crop groups | <p>provided by teacher or which students construct about crops commonly cultivated for food in Trinidad and Tobago.</p> <p>8. <b>Group Work</b> – Students work in manageable groups to deconstruct a vegetarian meal and classify ingredients into different crop groups.</p> |                     |

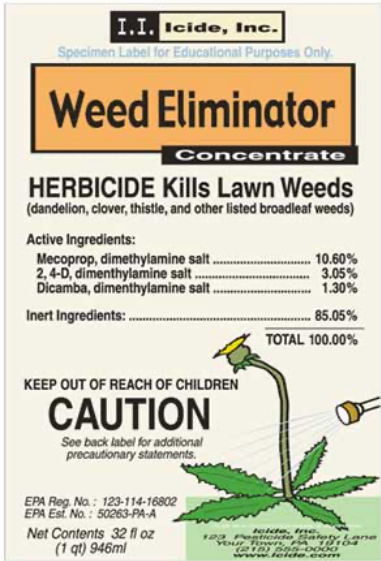
| TOPIC                                                    | GENERAL OUTCOMES                                                     | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                              | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Animals commonly reared for food and Trinidad and Tobago | 9. Identify Animals commonly reared for food and Trinidad and Tobago | <p>Definition of the term ‘Breed’</p> <p>A breed is a specific group of domestic animals having a similar appearance, behaviour, and/or other characteristics that distinguish it from other organisms of the same species.</p> <p>Some breeds of different animals commonly reared for food and Trinidad and Tobago</p> <p>Poultry: Rhode Island Red, Vantress Cross</p> <p>Cattle: Holstein, Jamaica Hope</p> <p>Pig: Large White, Hampshire, Duroc</p> <p>Goat: Sannen, British Alpine</p> | <p><b>Use teacher guided activity for students to:</b></p> <ul style="list-style-type: none"> <li>Produce diagrams and charts showing different breeds of livestock.</li> </ul> <p>10. Match/drag and drop different breeds of Livestock</p> <p>11. Use of diagrams/pictures or drawings to help with the skill of distinguishing various livestock products and the associated animal.</p> <p><b>Cooperative/Collaborative Learning</b></p> <p>12. <b>Making of Posters –</b><br/>A visual display either</p> | <p>14. Tour of Marilissa Farms, Trinidad &amp; Tobago - The Largest Ruminant Farm in the Caribbean   GrownHome<br/> <a href="https://www.youtube.com/watch?v=7PS1SIUji9Y">https://www.youtube.com/watch?v=7PS1SIUji9Y</a></p> <p>15. Virtual Dairy Farm Tour<br/> <a href="https://www.youtube.com/watch?v=LFN1OPbXLMo">https://www.youtube.com/watch?v=LFN1OPbXLMo</a></p> |

| TOPIC        | GENERAL OUTCOMES                                                                          | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                                         | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                          | RESOURCES/MATERIALS                                                                                                                                                                             |
|--------------|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              |                                                                                           | <p>Rabbit: New Zealand White, Flemish Giant.</p> <p>Sheep: Barbados Black Belly, Katahdin</p> <p>Products from Livestock:</p> <p>Milk, Cheese, Meat, Eggs, Hide, Furs, Feathers etc.</p> | <p>provided by teacher or which students construct about animals commonly reared for food and Trinidad and Tobago</p> <p><b>13. Group Work –</b><br/>Students work in manageable groups to create a recipe using selected livestock products.</p> |                                                                                                                                                                                                 |
| Insect pests | <p>16. Classify insects according to their actions</p> <p>17. Describe the effects of</p> | <p>19. Insects: Helpful and Harmful</p> <p>20. Mode of action on plants: biting, sucking, chewing, burrowing.</p>                                                                        | <p><b>Use teacher guided activity for students to:</b></p> <p>24. Conduct labs to observe, identify and record pest damage to plants.</p> <p>25. Collect, mount and preserve insects</p>                                                          | <p>28. Helpful Insects!</p> <p><a href="https://www.youtube.com/watch?v=G23U1kWHb8k">https://www.youtube.com/watch?v=G23U1kWHb8k</a></p> <p>29. 5 Beneficial Insects to Must Have in Garden</p> |

| TOPIC | GENERAL OUTCOMES                                                                                             | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                                                                             | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                               |
|-------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       | <p>each type of organism on agriculture</p> <p>18. Describe the control practices for these insect pests</p> | <p>21. Effects of insects on agriculture:<br/>Destruction of crops, transmitting diseases in livestock and humans</p> <p>22. Cultural practices associated with pest control</p> <p>23. Integrated Pest Management (IPM)</p> | <p>26. Use of diagrams/pictures or drawings to help with the skill of distinguishing different types of insects and their effects on agriculture.</p> <p>27. Conduct research on IPM</p> <p><b>Cooperative/Collaborative Learning</b></p> <p><b>Making of Posters –</b><br/>A labelled visual display either provided by teacher or which students construct about different types of insects and their effects on agriculture.</p> <ul style="list-style-type: none"> <li><b>Group Work –</b><br/>Students work in manageable groups to construct a diorama/model of a</li> </ul> | <p><a href="https://www.youtube.com/watch?v=H-ilgTNdmRo">https://www.youtube.com/watch?v=H-ilgTNdmRo</a></p> <p>30. Helpful and Harmful Insects   AuSum Sisters   Learning Video</p> <p><a href="https://www.youtube.com/watch?v=6eFlBHcVvOM">https://www.youtube.com/watch?v=6eFlBHcVvOM</a></p> |

| TOPIC                                                                                                                                                                                   | GENERAL OUTCOMES                                                                                                                                                                                                                                                                                   | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                               | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                           | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                | type of pest and how it is controlled.                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>Safety precaution when using/handling</p> <p>(i) fertilizers</p> <p>(ii) pesticides</p> <p><b>STUDENTS ARE <u>NOT</u> REQUIRED TO USE OR APPLY ANY FERTILIZERS OR PESTICIDES</b></p> | <ul style="list-style-type: none"> <li>Identify types of Personal Protective Equipment (PPE) and safety precautions when using/handling fertilizers and pesticides</li> <li>Identify and explain the meaning of warning signs and labels when using/handling fertilizers and pesticides</li> </ul> | <p>Types of PPE</p>  <p>Source: <a href="https://www.omrindustryjournal.com/personal-protective-equipment-ppe">https://www.omrindustryjournal.com/personal-protective-equipment-ppe</a></p> <ul style="list-style-type: none"> <li>Using pesticides safely depends on many things. Some of the most important factors include selecting the appropriate product,</li> </ul> | <p><b>Use teacher guided activity for students to:</b></p> <ul style="list-style-type: none"> <li>Identify types of Personal Protective Equipment (PPE) and safety precautions when using/handling fertilizers and pesticides using pictures and videos</li> <li>Use of diagrams/pictures or drawings to help with the skills of identifying and explaining the meaning of warning signs and labels when using/handling</li> </ul> | <ul style="list-style-type: none"> <li>Avoid pesticide exposure</li> </ul> <p><a href="http://npic.orst.edu/outreach/ppe-infographic.png">http://npic.orst.edu/outreach/ppe-infographic.png</a></p> <ul style="list-style-type: none"> <li>Safety Measures for Farm Workers Handling Pesticides</li> </ul> <p><a href="https://www.youtube.com/watch?v=r9x33zkLdKA">https://www.youtube.com/watch?v=r9x33zkLdKA</a></p> <ul style="list-style-type: none"> <li>Farm Chemical Safety: Storing Chemicals on Farms</li> </ul> <p><a href="https://www.youtube.com/watch?v=8Bu_6IdjOCc">https://www.youtube.com/watch?v=8Bu_6IdjOCc</a></p> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                                                                                                                                                                                                              | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                            | RESOURCES/MATERIALS                                                                                                                                                                                 |
|-------|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                  | <p>storage of the product and using that product according to the label directions. The label directions are written to minimize the risk of problems and to define the legal uses for the product.</p> <ul style="list-style-type: none"> <li>Interpreting and explaining warning signs and labels when using/handling fertilizers and pesticides</li> </ul> | <p>fertilizers and pesticides</p> <p><b>Cooperative/Collaborative Learning</b></p> <ul style="list-style-type: none"> <li><b>Making of Posters</b> – A visual display which students construct safety charts for the school garden/farm.</li> <li>Group Work – Students work in manageable groups to create a safety brochure on warning signs and labels when using/handling fertilizers and pesticides</li> </ul> | <ul style="list-style-type: none"> <li>SAFE Farms: Chemicals and Pesticides</li> </ul> <p><a href="https://www.youtube.com/watch?v=3NPqu-EHqVY">https://www.youtube.com/watch?v=3NPqu-EHqVY</a></p> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                   | INSTRUCTIONAL STRATEGIES | RESOURCES/MATERIALS |
|-------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|---------------------|
|       |                  |  <p>Commonly Used GHS Pictograms on Pesticide Labels</p>  <p>Source:<br/> <a href="http://www.chemsafetypro.com/Topics/GHS/GHS_for_pesticides.html">http://www.chemsafetypro.com/Topics/GHS/GHS_for_pesticides.html</a> </p> |                          |                     |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                               | INSTRUCTIONAL STRATEGIES | RESOURCES/MATERIALS |
|-------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|---------------------|
|       |                  |  <p>Source: <a href="https://apps.lucidcentral.org/">https://apps.lucidcentral.org/</a></p>  <p>Source: <a href="https://www.dreamstime.com/danger-pesticide-symbol-sign">https://www.dreamstime.com/danger-pesticide-symbol-sign</a></p> |                          |                     |

| TOPIC                                    | GENERAL OUTCOMES                                                                                              | CONTENT SCOPE/GENERAL OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                               | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                 | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                 |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Scientific data from graphs and diagrams | <ul style="list-style-type: none"> <li>Read and interpret scientific data from graphs and diagrams</li> </ul> | <p>Tables, Tally Charts and Bar Graphs</p> <p>Demonstrate the ability to collect, classify, organize and represent data.</p> <p>Demonstrate an understanding about the features of Tables, Tally Charts and Bar Graphs</p> <p>Make decisions based on analysis or interpretation of data.</p> <p>Demonstrate the ability to present findings orally or in writing.</p> <p>Interpret, analyse and make decisions from data in tables such as the following:</p> | <p><b>Use teacher guided activity for students to:</b></p> <p>31. Interpret and analyse the data from tables, tally charts and bar graphs so as to make decisions about a real-life situation or problem</p> <p>32. Identify the features of tables, tally charts and bar graphs</p> <p>33. Use of diagrams/pictures or drawings to help with the skills of interpreting and analysing data from tables, tally charts and bar graphs</p> | <p>34. Making a Tally Chart<br/> <a href="https://www.youtube.com/watch?v=RRH1EqYDWnI">https://www.youtube.com/watch?v=RRH1EqYDWnI</a></p> <p>35. Making a Bar Chart<br/> <a href="https://www.youtube.com/watch?v=ZWvp2TQ428Q">https://www.youtube.com/watch?v=ZWvp2TQ428Q</a></p> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/GENERAL OBJECTIVES |                         | INSTRUCTIONAL STRATEGIES | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                          |  |
|-------|------------------|----------------------------------|-------------------------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|       |                  | Type of Crop                     | Quantity Harvested (kg) |                          | Cooperative/Collaborative Learning <ul style="list-style-type: none"><li>• <b>Making of Posters</b> – A visual display which students construct showing a table, tally chart or bar graph from data collected from agricultural activities performed by the students</li><li>• <b>Group Work</b> – Students work in manageable groups to present data from a selected agricultural group activity.</li></ul> |  |
|       |                  |                                  | 2018                    | 2019                     |                                                                                                                                                                                                                                                                                                                                                                                                              |  |
|       |                  | Pumpkin                          | 100                     | 250                      |                                                                                                                                                                                                                                                                                                                                                                                                              |  |
|       |                  | Pepper                           | 250                     | 150                      |                                                                                                                                                                                                                                                                                                                                                                                                              |  |
|       |                  | Eddoes                           | 300                     | 300                      |                                                                                                                                                                                                                                                                                                                                                                                                              |  |
|       |                  | Pigeon Peas                      | 50                      | 150                      |                                                                                                                                                                                                                                                                                                                                                                                                              |  |

# Mathematics

$$\frac{a^c}{b^c} = \frac{a^c}{b^c}$$

$$a+b+c+d=360^\circ$$

$$a+b+c=180^\circ$$

$$8^2+6^2=c^2$$

$$64+36=c^2$$

$$100=c^2$$

$$\sqrt{100}=\sqrt{c^2}$$

$$\pm 10=c$$



$$x+4=y$$

$$\log_a 1 = 0$$

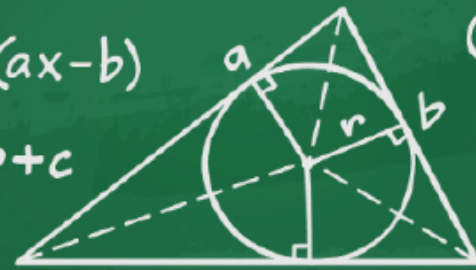
$$\sum_{k=1}^n k = \frac{1}{2}n(n+1)$$

$$(x+y)^n = \sum_{k=0}^n {}^nC_k x^{n-k} y^k$$

$$\sqrt{2}$$

$$+b=-(ax-b)$$

$$a^b a^c = a^{b+c}$$



$$3^0 = 1$$



$$\frac{x}{x+2} - \frac{8}{x+6} = \frac{16}{x^2+8x+6}$$

$$\sin^2 y + \cos^2 y = 1$$

$$y = \frac{k}{x}$$

$$\sqrt[n]{x} = x^{\frac{1}{n}}$$

$$(a-b-c)^2 = a^2 + b^2 + c^2 - 2ab + 2bc - 2ca$$

$$y = ax^2 + bx + c$$

$$A = \frac{1}{2}ar + \frac{1}{2}br + \frac{1}{2}cr$$

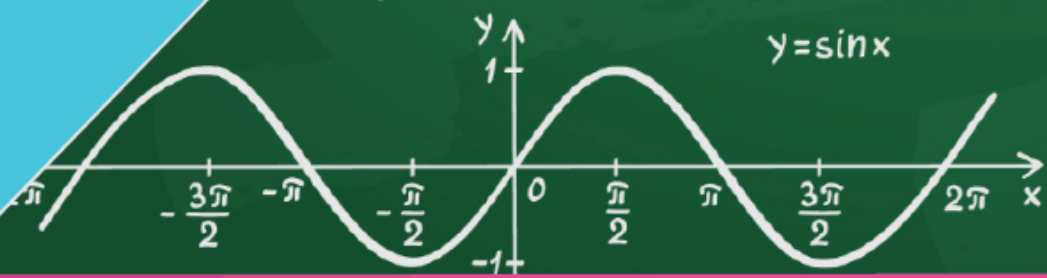
$$c^2 = a^2 + b^2$$

$$\tan 60^\circ$$



$$ch+2wh$$

$$y = \sin x$$



$$s = \frac{a+b+c}{2}$$

## MATHEMATICS

### NUMBER

| TOPIC                | GENERAL OUTCOMES                                                                                              | CONTENT SCOPE/SPECIFIC OBJECTIVES                                                                    | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Whole Numbers</b> | Understand the concept of numbers up to 1 000 000.                                                            | Represent whole numbers to 1 000 000 using multiple models and connect to numerals and number names. | <ul style="list-style-type: none"> <li>Use multiple models (e.g., base ten materials, counters) to represent numbers up to one million concretely, pictorially and symbolically, and connect to numerals and number names.</li> <li>Explore activities involving reading and writing number names and numerals and matching number names and numerals.</li> <li>Describe the use of large numbers in real-life situations e.g., population, money applications.</li> <li>Use worksheets for independent practice.</li> </ul> | <a href="http://www.waitbutwhy.com/2014/11/from-1-to-1000000.html">http://www.waitbutwhy.com/2014/11/from-1-to-1000000.html</a><br><br><a href="https://www.youtube.com/watch?v=DwYfxHzYS1w">https://www.youtube.com/watch?v=DwYfxHzYS1w</a><br><br><a href="http://www.mathatube.com/place-value-by-7-numbers.html">http://www.mathatube.com/place-value-by-7-numbers.html</a>                                                                              |
|                      |                                                                                                               | Represent any number up to one million using numerals or word names.                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                      | Develop an understanding of place value and value up to 1 000 000 (concretely, pictorially and symbolically). | State the place value and value of a digit in any whole number up to one million.                    | <ul style="list-style-type: none"> <li>Use base 10 manipulatives, place value charts and drawings to determine place value and value.</li> <li>Reteach as necessary.</li> <li>Use worksheets for independent practice.</li> </ul>                                                                                                                                                                                                                                                                                            | <a href="http://08.06.20.2014/S4/T1/NUMBER/Place%20value%20and%20Expanded%20Notation.pdf">08 06 20 S4 T1 NUMBER Place value and Expanded Notation.pdf (moe.gov.tt)</a><br><br><a href="https://www.youtube.com/watch?v=eLRMI2ZX5Qw">https://www.youtube.com/watch?v=eLRMI2ZX5Qw</a><br><br><a href="http://www.primaryresources.co.uk/math/s/pdfs/place_value_grid_abacus.pdf">http://www.primaryresources.co.uk/math/s/pdfs/place_value_grid_abacus.pdf</a> |
|                      |                                                                                                               | Express a whole number up to one million using expanded notation.                                    | <ul style="list-style-type: none"> <li>Use base 10 materials to represent numbers in expanded notation,</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                           | <a href="http://08.06.20.2014/S4/T1/NUMBER/Place%20value%20and%20Expanded%20Notation.pdf">08 06 20 S4 T1 NUMBER Place value and Expanded Notation.pdf (moe.gov.tt)</a>                                                                                                                                                                                                                                                                                       |

| TOPIC | GENERAL OUTCOMES                                       | CONTENT SCOPE/SPECIFIC OBJECTIVES                                          | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                    | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------|--------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                                                        |                                                                            | <p>e.g., <math>45\,021 = (4 \times 10\,000) + (5 \times 1\,000) + (0 \times 100) + (2 \times 10) + (1 \times 1)</math> or <math>40\,000 + 5\,000 + 0 + 20 + 1</math>.</p> <ul style="list-style-type: none"> <li>Use worksheets for independent practice.</li> </ul>                                                                                        | <a href="https://www.khanacademy.org/math/cc-fourth-grade-math/imp-place-value-and-rounding-2/imp-ways-to-write-whole-numbers-expanded-form-and-written-form/v/place-value-3">https://www.khanacademy.org/math/cc-fourth-grade-math/imp-place-value-and-rounding-2/imp-ways-to-write-whole-numbers-expanded-form-and-written-form/v/place-value-3</a>                                                                                    |
|       |                                                        | Write the numeral represented by a given expanded notation.                | <ul style="list-style-type: none"> <li>Explore activities involving the use of place value charts to determine a numeral represented by a given expanded notation.</li> <li>Represent an expanded notation as a numeral,<br/>e.g. <math>(6 \times 10\,000) + (4 \times 1\,000) + (0 \times 100) + (9 \times 10) + (3 \times 1) = 64\,093</math>.</li> </ul> | <a href="https://create.kahoot.it/share/standard-form-word-form-and-expanded-form/ae2d3289-1854-4634-a31f-8a61df064606">https://create.kahoot.it/share/standard-form-word-form-and-expanded-form/ae2d3289-1854-4634-a31f-8a61df064606</a><br><br><a href="https://docs.google.com/document/d/1Ujab5wzX4iFYoG3oFl2-IVUwind-kwQ4KT4ZwNWsmmc/edit">https://docs.google.com/document/d/1Ujab5wzX4iFYoG3oFl2-IVUwind-kwQ4KT4ZwNWsmmc/edit</a> |
|       | Develop an understanding of the comparison of numbers. | Compare whole numbers to one million.                                      | <ul style="list-style-type: none"> <li>Compare whole numbers up to one million (using resources such as place value charts and number lines) and use the symbols <math>&gt;</math> or <math>&lt;</math> to show the relationship between them.</li> </ul>                                                                                                   | <a href="https://quizizz.com/join/quiz/5b8fe257b23e53001995022c/start?referrer=5b7b74bfe11b85001930f2d5">https://quizizz.com/join/quiz/5b8fe257b23e53001995022c/start?referrer=5b7b74bfe11b85001930f2d5</a>                                                                                                                                                                                                                              |
|       |                                                        | Order whole numbers to one million.                                        | <ul style="list-style-type: none"> <li>Explore activities related to order involving the use of manipulatives such as number lines and place value charts.</li> <li>Order a given set of numbers in ascending or descending order and explain the order by making references to place value.</li> </ul>                                                     | <a href="https://www.teachertube.com/videos/comparing-numbers-195759">https://www.teachertube.com/videos/comparing-numbers-195759</a><br><br><a href="https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering">https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering</a>                                                                                                                               |
|       | Approximate numbers to nearest ten, hundred,           | Round numbers to the nearest tens, hundreds, thousands and up to millions. | <ul style="list-style-type: none"> <li>Review/check for prior knowledge of the rounding rule.</li> <li>Reteach as necessary using number lines.</li> </ul>                                                                                                                                                                                                  | <a href="https://tasks.illustrativemathematics.org/content-standards/tasks/1806">https://tasks.illustrativemathematics.org/content-standards/tasks/1806</a>                                                                                                                                                                                                                                                                              |

| TOPIC | GENERAL OUTCOMES                                                             | CONTENT SCOPE/SPECIFIC OBJECTIVES                                                                                                                                                                                                                             | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       | thousand and million.                                                        |                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Independent practice (e.g., complete worksheets) to apply the rounding rule.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <a href="https://www.khanacademy.org/math/cc-fourth-grade-math/imp-addition-and-subtraction-2/imp-rounding-whole-numbers/v/rounding-whole-numbers-2">https://www.khanacademy.org/math/cc-fourth-grade-math/imp-addition-and-subtraction-2/imp-rounding-whole-numbers/v/rounding-whole-numbers-2</a><br><br><a href="https://www.free-training-tutorial.com/crossword-puzzles-kids.html#rounding">https://www.free-training-tutorial.com/crossword-puzzles-kids.html#rounding</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|       | Create and solve problems using whole numbers involving the four operations. | <p>Solve problems in addition (sum less than 10 000) and subtraction (minuend less than 10 000).</p> <p>Multiply 2-, 3- and 4-digit numbers by 2-digit numbers.</p> <p>Divide 2-, 3- and 4-digit numbers by 2-digit numbers (with and without remainder).</p> | <ul style="list-style-type: none"> <li>Solve problems using whole numbers involving the four operations by using appropriate strategies such as the written algorithm and mental strategies and manipulatives such as base ten materials, place value charts and grid paper.</li> <li>Use estimation strategies when solving problems.</li> <li>Use Polya's problem solving strategy/approach to solve problems.</li> <li>Cooperative learning.</li> <li>Model by 'thinking aloud' the process.</li> <li>Create problems to pose to the class for solving.</li> <li>Use worksheets for independent practice.</li> </ul> | <a href="https://www.oercommons.org/courses/addition-and-subtraction-tutorial/view">https://www.oercommons.org/courses/addition-and-subtraction-tutorial/view</a><br><br><a href="https://www.youtube.com/watch?v=TAB9vg6cNWE">https://www.youtube.com/watch?v=TAB9vg6cNWE</a><br><br><a href="https://www.nextvista.org/adding-three-and-four-digit-numbers/">https://www.nextvista.org/adding-three-and-four-digit-numbers/</a><br><br><a href="http://www.thesingaporemaths.com">www.thesingaporemaths.com</a><br><br><a href="https://www.oercommons.org/courses/multiplication-and-division-tutorial/view">https://www.oercommons.org/courses/multiplication-and-division-tutorial/view</a><br><br><a href="https://ictgames.com/mobilePage/index.html">https://ictgames.com/mobilePage/index.html</a><br><br><a href="https://www.oercommons.org/courses/multiplication-and-division-tutorial/view">https://www.oercommons.org/courses/multiplication-and-division-tutorial/view</a><br><br><a href="https://ictgames.com/mobilePage/index.html">https://ictgames.com/mobilePage/index.html</a> |

| TOPIC            | GENERAL OUTCOMES                                                             | CONTENT SCOPE/SPECIFIC OBJECTIVES                                                                                                                                  | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                |
|------------------|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                  |                                                                              | Solve one-step word problems involving any one of the four basic operations on whole numbers (including problems on increasing and decreasing patterns).           |                                                                                                                                                                                                                                                                                                                                                                                                                                         | <a href="https://www.youtube.com/watch?v=BcXAdGvMefg">https://www.youtube.com/watch?v=BcXAdGvMefg</a>                                                                                                                                                                                                                                                                                              |
|                  |                                                                              | Solve multi-step word problems involving any combination of the four basic operations on whole numbers (including problems on increasing and decreasing patterns). |                                                                                                                                                                                                                                                                                                                                                                                                                                         | <a href="https://www.khanacademy.org/math/cc-fourth-grade-math/division/multi-step-word-problems/e/multi-step-word-problems-with-whole-numbers">https://www.khanacademy.org/math/cc-fourth-grade-math/division/multi-step-word-problems/e/multi-step-word-problems-with-whole-numbers</a><br><a href="https://www.youtube.com/watch?v=5N1aMDcHjrk">https://www.youtube.com/watch?v=5N1aMDcHjrk</a> |
| <b>Fractions</b> | Develop an understanding of fractions using the area, linear and set models. | Represent a fraction concretely, pictorially and symbolically.                                                                                                     | <ul style="list-style-type: none"> <li>• Discuss the uses of fractions in everyday life.</li> <li>• Explore and describe relationships between wholes and parts (equal and unequal) using all three models.</li> <li>• Direct instruction using manipulatives such as fraction pieces, number lines and counters.</li> <li>• Use concrete materials and worksheets to represent fractions using area, linear and set models.</li> </ul> | <a href="https://www.khanacademy.org/math/arithmetic/fraction-arithmetic">https://www.khanacademy.org/math/arithmetic/fraction-arithmetic</a><br><a href="https://www.youtube.com/watch?v=MkFs11eEu9o">https://www.youtube.com/watch?v=MkFs11eEu9o</a><br><a href="https://phet.colorado.edu/en/simulations/fractions-intro">https://phet.colorado.edu/en/simulations/fractions-intro</a>          |
|                  | Become aware of the names associated with fractions.                         | Name fractions using words and symbols.                                                                                                                            | <ul style="list-style-type: none"> <li>• Explain the meanings of the terms numerator and denominator.</li> </ul>                                                                                                                                                                                                                                                                                                                        | <a href="https://www.khanacademy.org/math/arithmetic/fraction-arithmetic">https://www.khanacademy.org/math/arithmetic/fraction-arithmetic</a>                                                                                                                                                                                                                                                      |

| TOPIC | GENERAL OUTCOMES                                                                            | CONTENT SCOPE/SPECIFIC OBJECTIVES                                             | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | RESOURCES/MATERIALS                                                                                                                                                                                                                            |
|-------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                                                                                             |                                                                               | <ul style="list-style-type: none"> <li>Connect word/number names to models and pictorial and symbolic representations.</li> <li>Use worksheets for independent practice.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                             | <a href="https://www.youtube.com/watch?v=yT1WuyxTCmo">https://www.youtube.com/watch?v=yT1WuyxTCmo</a><br><br><a href="https://phet.colorado.edu/en/simulations/build-a-fraction">https://phet.colorado.edu/en/simulations/build-a-fraction</a> |
|       | Extend the concept of fractions to involve two different quantities.                        | Express one quantity as a fraction of another.                                | <ul style="list-style-type: none"> <li>Review/check for prior knowledge and reteach as necessary.</li> <li>Review wholes and parts of wholes as it relates to different quantities, e.g., one hour is the whole and 30 mins is a part.</li> <li>Review the meanings of numerators and denominators.</li> <li>Cooperative learning.</li> <li>Guided practice and direct instruction to reinforce procedures for writing the appropriate fraction.</li> <li>Use worksheets for independent practice (including for example, 'What fraction of 1 hour is 45 minutes?').</li> </ul> | <a href="https://www.youtube.com/watch?v=WzebFXp2BXI">https://www.youtube.com/watch?v=WzebFXp2BXI</a><br><br><a href="https://www.youtube.com/watch?v=DvKmaFQSynE">https://www.youtube.com/watch?v=DvKmaFQSynE</a>                             |
|       | Distinguish between proper, improper and mixed number and convert from one form to another. | Classify fractions as proper fractions, improper fractions and mixed numbers. | <ul style="list-style-type: none"> <li>Use manipulatives, drawings and symbols to represent fractions.</li> <li>Guided questioning and direct instruction to classify fractions.</li> <li>Cooperative learning.</li> <li>Use worksheets for independent practice.</li> </ul>                                                                                                                                                                                                                                                                                                    | <a href="https://www.youtube.com/watch?v=RNt8CKGnPko">https://www.youtube.com/watch?v=RNt8CKGnPko</a><br><br><a href="https://www.youtube.com/watch?v=N3_8MmaiLE">https://www.youtube.com/watch?v=N3_8MmaiLE</a>                               |
|       |                                                                                             | Express improper fractions as mixed numbers.                                  | <ul style="list-style-type: none"> <li>Explore and explain, using models, the equivalent relationship of</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <a href="https://www.youtube.com/watch?v=KEmCZGbd4R8">https://www.youtube.com/watch?v=KEmCZGbd4R8</a>                                                                                                                                          |

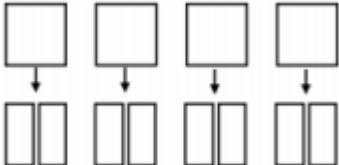
| TOPIC | GENERAL OUTCOMES                                                       | CONTENT SCOPE/SPECIFIC OBJECTIVES                                 | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------|------------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                                                                        | Express mixed numbers as improper fractions.                      | <p>fractions that represent more than one e.g., 5 quarters = one whole and a quarter; <math>\frac{5}{4} = 1</math> and <math>\frac{1}{4} = 1\frac{1}{4}</math>; 2 halves = <math>\frac{2}{2} = 1</math>.</p> <ul style="list-style-type: none"> <li>• Use manipulatives and drawings to model the relationship between improper fractions and mixed numbers.</li> <li>• Describe the pattern observed in the relationship between improper fraction and mixed number and explain conversion from one form to the other.</li> <li>• Cooperative learning.</li> <li>• Use worksheets for independent practice.</li> </ul> | <a href="https://www.youtube.com/watch?v=EY4jtszKmGE">https://www.youtube.com/watch?v=EY4jtszKmGE</a><br><br><a href="https://www.youtube.com/watch?v=03HE-sUu6RU">https://www.youtube.com/watch?v=03HE-sUu6RU</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|       | Recognise and generate equivalent fractions using a variety of models. | Generate equivalent fractions (proper) using a variety of models. | <ul style="list-style-type: none"> <li>• Use manipulatives and drawings to model equivalent fractions.</li> <li>• Explore the equivalent relationships between fractions by matching/overlaying different fractional parts related to a common whole and describing the relationship.</li> <li>• Record equivalent relationships using the equal symbol (and non-equivalent relationships using the not equal to symbol).</li> <li>• Describe the pattern observed in equivalent relationships and state the pattern rule.</li> </ul>                                                                                   | <a href="https://www.youtube.com/watch?v=qcHHhd6HizI">https://www.youtube.com/watch?v=qcHHhd6HizI</a><br><br><a href="https://www.youtube.com/watch?v=TLGw53eDTe0">https://www.youtube.com/watch?v=TLGw53eDTe0</a><br><br><a href="https://www.youtube.com/watch?v=4xFwkDSMVw4">https://www.youtube.com/watch?v=4xFwkDSMVw4</a><br><br><a href="https://www.youtube.com/watch?v=AfIWgwDqNeQ">https://www.youtube.com/watch?v=AfIWgwDqNeQ</a><br><br><a href="https://www.youtube.com/watch?v=ItYAlt33IoY&amp;list=PLoPH9JUqy7ESHmrz4YGtlyPAnvdNfu7Gf&amp;index=4">https://www.youtube.com/watch?v=ItYAlt33IoY&amp;list=PLoPH9JUqy7ESHmrz4YGtlyPAnvdNfu7Gf&amp;index=4</a> |

| TOPIC | GENERAL OUTCOMES                                         | CONTENT SCOPE/SPECIFIC OBJECTIVES                                                                                          | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                                                          |                                                                                                                            | <ul style="list-style-type: none"> <li>Use worksheets to illustrate equivalent fractions and to create equivalent fractions using the rule.</li> <li>Reduce a fraction to its lowest equivalent form.</li> </ul>                                                                                                                                                                                                                                                                                                                                                 | <a href="https://www.khanacademy.org/math/arithmetic/fraction-arithmetic">https://www.khanacademy.org/math/arithmetic/fraction-arithmetic</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|       | Develop an understanding of the comparison of fractions. | Compare and order proper fractions with unlike denominators using equivalent relationships.                                | <ul style="list-style-type: none"> <li>Explore the equivalent relationships between fractions by matching/overlaying different fractional parts related to a common whole and describing the relationship.</li> <li>Compare and order fractions using equivalent relationships and by positioning a given set of fractions with like and unlike denominators on a number line and explain reasons.</li> <li>Guided practice to develop a method to compare and order fractions.</li> <li>Cooperative learning to practice the procedure (worksheets).</li> </ul> | <a href="https://www.youtube.com/watch?v=KFxIXPSp6xg">https://www.youtube.com/watch?v=KFxIXPSp6xg</a><br><a href="https://www.youtube.com/watch?v=Ysv2pRWMTlo">https://www.youtube.com/watch?v=Ysv2pRWMTlo</a><br><a href="https://www.youtube.com/watch?v=7cBaH6V0Doo">https://www.youtube.com/watch?v=7cBaH6V0Doo</a><br><a href="https://www.youtube.com/watch?v=KNdUJQ_qd4U">https://www.youtube.com/watch?v=KNdUJQ_qd4U</a><br><a href="https://tasks.illustrativemathematics.org/content-standards/tasks/875">https://tasks.illustrativemathematics.org/content-standards/tasks/875</a><br><a href="https://tasks.illustrativemathematics.org/content-standards/tasks/811">https://tasks.illustrativemathematics.org/content-standards/tasks/811</a> |
|       |                                                          | Compare and order fractions (proper, improper and mixed) in ascending and descending order using equivalent relationships. | <ul style="list-style-type: none"> <li>Guided discovery to develop a method to compare and order fractions.</li> <li>Place a given set of fractions, including mixed numbers and improper fractions, on a number line and explain strategies used to determine position.</li> </ul>                                                                                                                                                                                                                                                                              | <a href="https://www.youtube.com/watch?v=4Ql6o932ZFU">https://www.youtube.com/watch?v=4Ql6o932ZFU</a><br><a href="https://www.khanacademy.org/math/arithmetic-home/arith-review-fractions/mixed-number/e/comparing_improper_fractions_and_mixed_numbers">https://www.khanacademy.org/math/arithmetic-home/arith-review-fractions/mixed-number/e/comparing_improper_fractions_and_mixed_numbers</a>                                                                                                                                                                                                                                                                                                                                                         |

| TOPIC | GENERAL OUTCOMES                                        | CONTENT SCOPE/SPECIFIC OBJECTIVES                      | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                           | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------|---------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       | Solve problems involving fractions and four operations. |                                                        | <ul style="list-style-type: none"> <li>Cooperative learning to practice the procedure (worksheets).</li> </ul>                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|       |                                                         | Add a fraction to a whole number.                      | <ul style="list-style-type: none"> <li>Model addition of a fraction to a whole number using concrete and pictorial representations, record symbolically, and explain findings.</li> <li>Use cooperative learning to develop and apply the algorithm for solving problems involving adding a fraction to a whole number.</li> <li>Use worksheets with problems for independent practice.</li> </ul> | <a href="https://www.youtube.com/watch?v=SAGVrzkSsU4">https://www.youtube.com/watch?v=SAGVrzkSsU4</a><br><br><a href="https://learn.moe.gov.tt/mod/url/view.php?id=9246">https://learn.moe.gov.tt/mod/url/view.php?id=9246</a>                                                                                                                                                                                                                                                                  |
|       |                                                         | Subtract a fraction from a whole number.               | <ul style="list-style-type: none"> <li>Model subtraction of a fraction from a whole number using concrete and pictorial representations, record symbolically, and explain findings.</li> <li>Use cooperative learning to develop and apply the algorithm for solving problems involving subtracting a fraction from a whole number.</li> <li>Use worksheets for independent practice.</li> </ul>   | <a href="https://www.youtube.com/watch?v=RVMktMqUvn8">https://www.youtube.com/watch?v=RVMktMqUvn8</a><br><br><a href="https://learn.moe.gov.tt/mod/url/view.php?id=9248">https://learn.moe.gov.tt/mod/url/view.php?id=9248</a>                                                                                                                                                                                                                                                                  |
|       |                                                         | Add and subtract fractions involving same denominator. | <ul style="list-style-type: none"> <li>Model addition and subtraction of fractions involving the same denominator using concrete and pictorial representations, record symbolically and explain pattern observed.</li> <li>Use cooperative learning to develop and use the algorithm for solving problems involving the addition and</li> </ul>                                                    | <a href="https://www.youtube.com/watch?v=EJjnEau6aeI">https://www.youtube.com/watch?v=EJjnEau6aeI</a><br><br><a href="https://learn.moe.gov.tt/mod/url/view.php?id=9249">https://learn.moe.gov.tt/mod/url/view.php?id=9249</a><br><br><a href="https://www.khanacademy.org/math/cc-fourth-grade-math/imp-fractions-2/imp-adding-and-subtracting-fractions-with-like-">https://www.khanacademy.org/math/cc-fourth-grade-math/imp-fractions-2/imp-adding-and-subtracting-fractions-with-like-</a> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/SPECIFIC OBJECTIVES                                                              | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                        |
|-------|------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                  |                                                                                                | subtraction of fractions involving the same denominator. <ul style="list-style-type: none"> <li>Use worksheets for independent practice.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                | <a href="#">denominators/e/adding_fractions_with_common_denominators</a>                                                                                                                                                                                                                                                                   |
|       |                  | Add and subtract fractions involving one denominator a multiple of the other.                  | <ul style="list-style-type: none"> <li>Model addition and subtraction of fractions involving one denominator a multiple of the other using concrete and pictorial representations, record symbolically and explain pattern observed.</li> <li>Use cooperative learning to develop and use the algorithm for solving problems involving the addition and subtraction of fractions involving one denominator a multiple of the other by utilizing equivalent fractions.</li> <li>Use worksheets for independent practice.</li> </ul> | <a href="https://www.youtube.com/watch?v=bcCLKACsYJ0">https://www.youtube.com/watch?v=bcCLKACsYJ0</a><br><br><a href="https://www.khanacademy.org/math/arithmetic/x18ca194a:add-and-subtract-fractions-different-denominators">https://www.khanacademy.org/math/arithmetic/x18ca194a:add-and-subtract-fractions-different-denominators</a> |
|       |                  | Add and subtract fractions involving different denominators (one not a multiple of the other). | <ul style="list-style-type: none"> <li>Cooperative learning and guided discovery to develop a method to solve problems.</li> <li>Review and use equivalent relationships to solve problems.</li> <li>Use LCM to add and subtract fractions involving different denominators.</li> <li>Model by 'thinking aloud' the process.</li> <li>Use worksheets for independent practice.</li> </ul>                                                                                                                                          | <a href="https://www.khanacademy.org/math/arithmetic/x18ca194a:add-and-subtract-fractions-different-denominators">https://www.khanacademy.org/math/arithmetic/x18ca194a:add-and-subtract-fractions-different-denominators</a>                                                                                                              |
|       |                  | Solve problems involving addition and                                                          | <ul style="list-style-type: none"> <li>Model addition and subtraction involving mixed numbers using</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                     | <a href="https://www.youtube.com/watch?v=pynfj2bYRms">https://www.youtube.com/watch?v=pynfj2bYRms</a>                                                                                                                                                                                                                                      |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/SPECIFIC OBJECTIVES           | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                      | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------|------------------|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                  | subtraction of mixed numbers.               | <p>concrete and pictorial representations, and record symbolically.</p> <ul style="list-style-type: none"> <li>• Use cooperative learning to explain procedures used to solve problems.</li> <li>• Model by ‘thinking aloud’ the process.</li> <li>• Use worksheets for independent practice.</li> </ul>                                                                                                                                                                      | <p><a href="https://www.youtube.com/watch?v=RqUPSZLwHH0">https://www.youtube.com/watch?v=RqUPSZLwHH0</a></p> <p><a href="https://www.oercommons.org/authoring/22348-add-and-subtract-mixed-numbers/view">https://www.oercommons.org/authoring/22348-add-and-subtract-mixed-numbers/view</a></p>                                                                                                                                                                                                                                                                  |
|       |                  | Multiply fractions by whole numbers.        | <ul style="list-style-type: none"> <li>• Cooperative learning to solve problems using the repeated addition strategy before developing the rule.</li> <li>• Model the multiplication of proper fractions by whole numbers concretely, pictorially and symbolically and record the process, e.g., ‘You gave your 3 friends <math>\frac{2}{3}</math> of a sandwich each. How many sandwiches did you give away?’</li> <li>• Use worksheets for independent practice.</li> </ul> | <p><a href="https://www.youtube.com/watch?v=is4Fa4zqri8">https://www.youtube.com/watch?v=is4Fa4zqri8</a></p> <p><a href="https://www.youtube.com/watch?v=XaJQse2u5TQ">https://www.youtube.com/watch?v=XaJQse2u5TQ</a></p> <p><a href="https://www.khanacademy.org/math/cc-fourth-grade-math/4th-multiply-fractions/multiplying-whole-numbers-and-fractions/e/multiplying_fractions_by_integers">https://www.khanacademy.org/math/cc-fourth-grade-math/4th-multiply-fractions/multiplying-whole-numbers-and-fractions/e/multiplying_fractions_by_integers</a></p> |
|       |                  | Calculate fractions of a collection or set. | <ul style="list-style-type: none"> <li>• Use real-life examples and manipulatives to calculate fractions of a collection or set, e.g., ‘What is <math>\frac{1}{2}</math> of 30?’</li> <li>• Use guided questioning to engage students to solve problems conceptually before relating to multiplication.</li> </ul>                                                                                                                                                            | <p><a href="https://www.youtube.com/watch?v=nST5wnUMG70">https://www.youtube.com/watch?v=nST5wnUMG70</a></p> <p><a href="https://www.youtube.com/watch?v=orI0oL9_q9c">https://www.youtube.com/watch?v=orI0oL9_q9c</a></p> <p><a href="https://www.ck12.org/c/elementary-math-grade-5/multiply-whole-numbers-and-fractions/">https://www.ck12.org/c/elementary-math-grade-5/multiply-whole-numbers-and-fractions/</a></p>                                                                                                                                         |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/SPECIFIC OBJECTIVES                              | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------|------------------|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                  | Calculate the whole given a part expressed as a unit fraction. | <ul style="list-style-type: none"> <li>Review/check for prior knowledge.</li> <li>Use manipulatives and drawings to model solutions to problems.</li> <li>Explore patterns observed while solving conceptually in order to develop an algorithm.</li> <li>Use worksheets for independent practice.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                          | <a href="https://www.youtube.com/watch?v=prs-v53owVQ">https://www.youtube.com/watch?v=prs-v53owVQ</a><br><br><a href="https://www.youtube.com/watch?v=sWObNz8Wp7c">https://www.youtube.com/watch?v=sWObNz8Wp7c</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|       |                  | Divide a whole number by a fraction.                           | <ul style="list-style-type: none"> <li>Model the concept of division concretely or pictorially to develop the skill of dividing a whole number by a fraction and record the process, e.g., ‘I have 4 crackers that I want to divide into halves. How many pieces would I have?’</li> </ul>  <ul style="list-style-type: none"> <li>Derive and describe patterns resulting from the division of whole numbers by fractions.</li> <li>Use cooperative learning to develop and use the algorithm to solve a variety of real-life problems involving division of whole numbers by fractions.</li> </ul> | <a href="https://www.oercommons.org/courseware/lesson/93737/overview?section=2">https://www.oercommons.org/courseware/lesson/93737/overview?section=2</a><br><br><a href="https://www.ck12.org/c/elementary-math-grade-5/dividing-whole-numbers-by-fractions/">https://www.ck12.org/c/elementary-math-grade-5/dividing-whole-numbers-by-fractions/</a><br><br><a href="https://www.youtube.com/watch?v=SPMoNUAbV48">https://www.youtube.com/watch?v=SPMoNUAbV48</a><br><br><a href="https://www.khanacademy.org/math/cc-sixth-grade-math/cc-6th-arithmetic-operations/x0267d782:dividing-fractions-and-whole-numbers/e/divide-whole-numbers-by-fractions">https://www.khanacademy.org/math/cc-sixth-grade-math/cc-6th-arithmetic-operations/x0267d782:dividing-fractions-and-whole-numbers/e/divide-whole-numbers-by-fractions</a> |

| TOPIC | GENERAL OUTCOMES                    | CONTENT SCOPE/SPECIFIC OBJECTIVES                                     | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                      | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------|-------------------------------------|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                                     | Divide a fraction by a whole number.                                  | <ul style="list-style-type: none"> <li>• Use worksheets for independent practice.</li> <li>• Model division of fractions by whole numbers using linear models and pictorial representations.</li> <li>• Use cooperative learning to develop and use the algorithm for solving problems involving the division of a fraction by a whole number.</li> <li>• Use worksheets for independent practice.</li> </ul> | <a href="https://flexbooks.ck12.org/cbook/ck-12-middle-school-math-concepts-grade-6/section/7.8/primary/lesson/division-of-fractions-by-whole-numbers-msm6/">https://flexbooks.ck12.org/cbook/ck-12-middle-school-math-concepts-grade-6/section/7.8/primary/lesson/division-of-fractions-by-whole-numbers-msm6/</a><br><a href="https://www.youtube.com/watch?v=HJDdryQpJXU">https://www.youtube.com/watch?v=HJDdryQpJXU</a><br><a href="https://www.youtube.com/watch?v=1YWyTdtfdE">https://www.youtube.com/watch?v=1YWyTdtfdE</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|       | Solve problems involving fractions. | Solve one-step and multi-step real-life problems involving fractions. | <ul style="list-style-type: none"> <li>• Use Polya's problem solving strategy/approach to solve problems.</li> <li>• Cooperative learning.</li> <li>• Model by 'thinking aloud' the process.</li> <li>• Use worksheets for independent practice.</li> </ul>                                                                                                                                                   | <a href="https://learn.moe.gov.tt/mod/resource/view.php?id=8560">https://learn.moe.gov.tt/mod/resource/view.php?id=8560</a><br><a href="https://www.youtube.com/watch?v=f4-xdO3vQOg">https://www.youtube.com/watch?v=f4-xdO3vQOg</a><br><a href="https://www.khanacademy.org/math/cc-fifth-grade-math/5th-multiply-fractions/imp-multiplying-fractions-word-problems/e/multiplying-fractions-by-fractions-word-problems">https://www.khanacademy.org/math/cc-fifth-grade-math/5th-multiply-fractions/imp-multiplying-fractions-word-problems/e/multiplying-fractions-by-fractions-word-problems</a><br><a href="https://www.khanacademy.org/math/arithmetic/x18ca194a:divide-fractions/x18ca194a:dividing-fractions-and-whole-numbers-word-problems/e/division-with-fractions-and-whole-numbers">https://www.khanacademy.org/math/arithmetic/x18ca194a:divide-fractions/x18ca194a:dividing-fractions-and-whole-numbers-word-problems/e/division-with-fractions-and-whole-numbers</a> |

| TOPIC           | GENERAL OUTCOMES                                                                                                          | CONTENT SCOPE/SPECIFIC OBJECTIVES                          | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 |                                                                                                                           |                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <a href="https://www.khanacademy.org/math/cc-fifth-grade-math/imp-fractions-3/imp-adding-and-subtracting-fractions-with-unlike-denominators-word-problems/e/adding-and-subtracting-fractions-with-unlike-denominators-word-problems">https://www.khanacademy.org/math/cc-fifth-grade-math/imp-fractions-3/imp-adding-and-subtracting-fractions-with-unlike-denominators-word-problems/e/adding-and-subtracting-fractions-with-unlike-denominators-word-problems</a>                                                                       |
| <b>Decimals</b> | Develop the concept of a decimal fraction i.e. <ul style="list-style-type: none"> <li>tenth</li> <li>hundredth</li> </ul> | Demonstrate an understanding of decimals up to hundredths. | <ul style="list-style-type: none"> <li>Explore concrete (base ten materials, fraction models) and pictorial representations (number lines and fraction charts) to introduce base ten fractions (tenths and hundredths).</li> <li>Extend place value chart to include decimal fractions (tenths and hundredths).</li> <li>Use decimal notation as another form of writing base ten fractions (tenths and hundredths), e.g., '0.1 is the same as <math>\frac{1}{10}</math>.'</li> <li>Represent decimals (tenths and hundredths) concretely on a place value mat, pictorially and symbolically and read the amount represented.</li> </ul> | <a href="https://flexbooks.ck12.org/cbook/ck-12-middle-school-math-concepts-grade-6/section/3.3/primary/lesson/decimals-in-words-msm6/">https://flexbooks.ck12.org/cbook/ck-12-middle-school-math-concepts-grade-6/section/3.3/primary/lesson/decimals-in-words-msm6/</a><br><br><a href="https://www.khanacademy.org/math/arithmetic/arithmetic-decimals">https://www.khanacademy.org/math/arithmetic/arithmetic-decimals</a><br><br><a href="https://www.youtube.com/watch?v=XNnRKAwKWC">https://www.youtube.com/watch?v=XNnRKAwKWC</a> |
|                 |                                                                                                                           | Match number names to decimal fractions and quantities.    | <ul style="list-style-type: none"> <li>Check for understanding by matching the number names (e.g., two and five tenths) and decimal fractions (e.g., 2.5), to the quantities they represent.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                  | <a href="https://www.youtube.com/watch?v=ibRiBxnITE">https://www.youtube.com/watch?v=ibRiBxnITE</a><br><br><a href="https://www.youtube.com/watch?v=z9RlPXl4r7A">https://www.youtube.com/watch?v=z9RlPXl4r7A</a>                                                                                                                                                                                                                                                                                                                          |

| TOPIC | GENERAL OUTCOMES                                                                                     | CONTENT SCOPE/SPECIFIC OBJECTIVES                                      | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                             | RESOURCES/MATERIALS                                                                                                                                                                                                                                                    |
|-------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       | Explore the place value of decimals to hundredths including expanded notation (and involving money). |                                                                        | <ul style="list-style-type: none"> <li>Use worksheets for independent practice.</li> </ul>                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                        |
|       |                                                                                                      | State the place value of digits in decimal fractions up to hundredths. | <ul style="list-style-type: none"> <li>Guided practice to determine the place value and value of digits in numerals using base ten materials including place value mats.</li> <li>Use worksheets for independent practice.</li> <li>Use of technology to conduct research about the pattern of adjacent place positions moving from left to right and right to left of the decimal point.</li> </ul> | <a href="https://learn.moe.gov.tt/mod/resource/view.php?id=7237">https://learn.moe.gov.tt/mod/resource/view.php?id=7237</a>                                                                                                                                            |
|       |                                                                                                      | State the value of digits in decimal fractions up to hundredths.       |                                                                                                                                                                                                                                                                                                                                                                                                      | <a href="https://www.ck12.org/c/elementary-math-grade-4/completing-a-decimal-place-value-chart-up-to-hundredths/">https://www.ck12.org/c/elementary-math-grade-4/completing-a-decimal-place-value-chart-up-to-hundredths/</a>                                          |
|       |                                                                                                      | Write decimal fractions using expanded notation.                       |                                                                                                                                                                                                                                                                                                                                                                                                      | <a href="https://tasks.illustrativemathematics.org/content-standards/tasks/145">https://tasks.illustrativemathematics.org/content-standards/tasks/145</a><br><br><a href="https://www.youtube.com/watch?v=EWHM8gMzVck">https://www.youtube.com/watch?v=EWHM8gMzVck</a> |
|       |                                                                                                      | Convert expanded notation to decimal fractions.                        |                                                                                                                                                                                                                                                                                                                                                                                                      | <a href="https://www.youtube.com/watch?v=DDd1B3yNM58">https://www.youtube.com/watch?v=DDd1B3yNM58</a><br><br><a href="https://www.youtube.com/watch?v=wxwP_Y00mEY">https://www.youtube.com/watch?v=wxwP_Y00mEY</a>                                                     |
|       |                                                                                                      | Record money values using decimals.                                    | <ul style="list-style-type: none"> <li>Guided practice.</li> <li>Use worksheets for independent practice.</li> </ul>                                                                                                                                                                                                                                                                                 | <a href="https://www.youtube.com/watch?v=M_NjId5YQiE">https://www.youtube.com/watch?v=M_NjId5YQiE</a>                                                                                                                                                                  |
|       | Demonstrate an understanding of rounding                                                             | Round decimals to tenths and whole numbers.                            | <ul style="list-style-type: none"> <li>Review/check for prior knowledge of the rounding rule.</li> <li>Reteach as necessary using number lines.</li> </ul>                                                                                                                                                                                                                                           | <a href="https://www.youtube.com/watch?v=zwg9wdGijv8">https://www.youtube.com/watch?v=zwg9wdGijv8</a>                                                                                                                                                                  |

| TOPIC | GENERAL OUTCOMES                                        | CONTENT SCOPE/SPECIFIC OBJECTIVES                                                                | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                  |
|-------|---------------------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       | involving decimals.                                     |                                                                                                  | <ul style="list-style-type: none"> <li>Independent practice (e.g., complete worksheets) to apply the rounding rule.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                    | <a href="https://www.youtube.com/watch?v=sdq2ckDsSbA">https://www.youtube.com/watch?v=sdq2ckDsSbA</a>                                                                                                                                                                                                                                                                                |
|       | Develop an understanding of the comparison of decimals. | Compare two decimals up to hundredths.                                                           | <ul style="list-style-type: none"> <li>Cooperative learning/guided discovery to develop a method to compare decimals.</li> <li>Use place value charts and number lines to aid in comparing decimals.</li> <li>Compare two decimal fractions and use the symbols <math>&gt;</math> or <math>&lt;</math> or <math>=</math> to show the relationship between them.</li> </ul>                                                                                                                        | <a href="https://www.khanacademy.org/math/4th-engage-ny/engage-4th-module-6/4th-module-6-topic-c/v/comparing-decimals-with-hundredths">https://www.khanacademy.org/math/4th-engage-ny/engage-4th-module-6/4th-module-6-topic-c/v/comparing-decimals-with-hundredths</a><br><br><a href="https://www.youtube.com/watch?v=DwgESLxWrQw">https://www.youtube.com/watch?v=DwgESLxWrQw</a> |
|       |                                                         | Arrange decimal fractions in ascending and descending order (up to hundredths).                  | <ul style="list-style-type: none"> <li>Use cooperative learning to compare and order decimal fractions in ascending and descending order.</li> <li>Use worksheets for independent practice.</li> </ul>                                                                                                                                                                                                                                                                                            | <a href="https://www.youtube.com/watch?v=GsdSMz0WwTM">https://www.youtube.com/watch?v=GsdSMz0WwTM</a><br><br><a href="https://learn.moe.gov.tt/mod/resource/view.php?id=7237">https://learn.moe.gov.tt/mod/resource/view.php?id=7237</a>                                                                                                                                             |
|       | Relate common fractions to decimals.                    | Convert decimal fractions to common fractions and vice versa (halves, quarters, fifths, tenths). | <ul style="list-style-type: none"> <li>Review of prior knowledge on equivalent fractions using manipulatives such as base ten materials, place value charts and fraction pieces.</li> <li>Guided instruction to write decimals as fractions and reduce the fractions to the lowest term.</li> <li>Guided instruction to express common fractions (halves, quarters, fifths and tenths) as decimal fractions (tenths and hundredths).</li> <li>Use worksheets for independent practice.</li> </ul> | <a href="https://learn.moe.gov.tt/mod/resource/view.php?id=7237">https://learn.moe.gov.tt/mod/resource/view.php?id=7237</a>                                                                                                                                                                                                                                                          |

| TOPIC | GENERAL OUTCOMES                   | CONTENT SCOPE/SPECIFIC OBJECTIVES                                                                                                            | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       | Solve problems involving decimals. | Solve problems involving the addition and subtraction of decimals including money (up to hundredths and including the use of the algorithm). | <ul style="list-style-type: none"> <li>Solve problems involving the addition and subtraction of decimals by using concrete and pictorial representations of base ten materials and place value charts, and explain the procedure used.</li> <li>Record the procedure used for solving addition and subtraction problems involving decimals, symbolically, and explain the algorithm.</li> <li>Explain why keeping track of place value positions is important when adding and subtracting decimals.</li> <li>Provide worksheets for independent practice.</li> </ul>                                                                                                 | <a href="https://www.youtube.com/watch?v=PnwLv6khwk8">https://www.youtube.com/watch?v=PnwLv6khwk8</a><br><br><a href="https://www.khanacademy.org/math/5th-engage-ny/engage-5th-module-1/5th-module-1-topic-d/e/subtracting-decimals-without-the-standard-algorithm-8">https://www.khanacademy.org/math/5th-engage-ny/engage-5th-module-1/5th-module-1-topic-d/e/subtracting-decimals-without-the-standard-algorithm-8</a>                                                                                                                                                        |
|       |                                    | Solve problems involving the multiplication of a decimal by a whole number and involving the multiplication of tenths by tenths.             | <ul style="list-style-type: none"> <li>Investigate multiplication of decimals by whole numbers and decimals by converting decimal to base ten fractions before multiplying, e.g., <math>0.8 \times 6 = \frac{8}{10} \times 6 = \frac{48}{10} = 4.8</math><br/> <math>0.6 \times 0.4 = \frac{6}{10} \times \frac{4}{10} = \frac{24}{100} = 0.24</math>.</li> <li>Observe patterns before generalizing and applying rules (algorithms) for multiplication involving decimals.</li> <li>Recognise the number patterns formed when decimal numbers are multiplied by 10 or 100.</li> <li>Explain why keeping track of place value positions is important when</li> </ul> | <a href="https://www.youtube.com/watch?v=r8sn_gF1WSVU">https://www.youtube.com/watch?v=r8sn_gF1WSVU</a><br><br><a href="https://www.youtube.com/watch?v=yueSfjh2ra4">https://www.youtube.com/watch?v=yueSfjh2ra4</a><br><br><a href="https://www.khanacademy.org/math/cc-fifth-grade-math/imp-multiplication-and-division-3/multiplying-decimals-and-whole-numbers/e/multiply-whole-numbers-and-decimals">https://www.khanacademy.org/math/cc-fifth-grade-math/imp-multiplication-and-division-3/multiplying-decimals-and-whole-numbers/e/multiply-whole-numbers-and-decimals</a> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/SPECIFIC OBJECTIVES                                                                                | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                           | RESOURCES/MATERIALS                                                                                                                                                                                                       |
|-------|------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                  |                                                                                                                  | <p>applying the operations on decimal numbers.</p> <ul style="list-style-type: none"> <li>• Use guided practice with worksheets.</li> </ul>                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                           |
|       |                  | Solve problems involving the division of a decimal fraction by a whole number (dividend up to 2 decimal places). | <ul style="list-style-type: none"> <li>• Investigate division of decimals (limited to hundredths) by whole numbers.</li> <li>• Generalize and apply rule (algorithm) for dividing decimals by whole numbers.</li> <li>• Recognise the number patterns formed when decimal numbers are divided by 10 or 100.</li> <li>• Explain why keeping track of place value positions is important when applying the operations on decimal numbers.</li> </ul> | <p><a href="https://www.youtube.com/watch?v=lheBIIt2s20">https://www.youtube.com/watch?v=lheBIIt2s20</a></p> <p><a href="https://www.youtube.com/watch?v=bIRwzhBzEU">https://www.youtube.com/watch?v=bIRwzhBzEU</a></p>   |
|       |                  | Solve problems involving the division of two whole numbers, with answer less than one.                           | <ul style="list-style-type: none"> <li>• Cooperative learning to solve problems.</li> <li>• Investigate the relationship between decimals and the division of two whole numbers with answer less than one, e.g., <math>3 \div 4 = 3.00 \div 4 = 0.75</math></li> <li>• Model by 'thinking aloud' the process.</li> <li>• Guided practice.</li> <li>• Use worksheets for independent practice.</li> </ul>                                           | <p><a href="https://www.youtube.com/watch?v=8hWnezlQ_lj">https://www.youtube.com/watch?v=8hWnezlQ_lj</a></p> <p><a href="https://www.youtube.com/watch?v=F4XZeNNeVol">https://www.youtube.com/watch?v=F4XZeNNeVol</a></p> |
|       |                  | Solve real world problems involving whole number, fractions and decimals                                         | <ul style="list-style-type: none"> <li>• Use Polya's problem solving strategy/approach to solve problems.</li> <li>• Cooperative learning.</li> </ul>                                                                                                                                                                                                                                                                                              | <p><a href="https://www.youtube.com/watch?v=hybDS3aHO4">https://www.youtube.com/watch?v=hybDS3aHO4</a></p> <p><a href="https://www.youtube.com/watch?v=kIz9m62yAKE">https://www.youtube.com/watch?v=kIz9m62yAKE</a></p>   |

| TOPIC          | GENERAL OUTCOMES                                                              | CONTENT SCOPE/SPECIFIC OBJECTIVES                                            | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------|-------------------------------------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                |                                                                               | using the four operations.                                                   | <ul style="list-style-type: none"> <li>• Use a number of strategies to solve routine and non-routine problems involving decimals.</li> <li>• Use estimation strategies when solving problems</li> <li>• Model by ‘thinking aloud’ the process.</li> <li>• Create problems to pose to the class for solving.</li> <li>• Use worksheets for independent practice.</li> </ul>                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Percent</b> | Develop an understanding of percent concretely, pictorially and symbolically. | Write the percent displayed in a given concrete or pictorial representation. | <ul style="list-style-type: none"> <li>• Investigate area models (including base ten materials, geoboards and grid paper) divided into 100 equal parts pictorially to connect fractions to percents.</li> <li>• Explain that “percent” means “hundredths” and that the symbol % means ‘percent’.</li> <li>• Explore real-life situations involving percent.</li> <li>• Record the percent displayed in a given concrete or pictorial representation symbolically.</li> <li>• Identify and describe percents from real-life situations, and record them symbolically.</li> </ul> | <a href="https://www.youtube.com/watch?v=JeVSmq1Nrpw">https://www.youtube.com/watch?v=JeVSmq1Nrpw</a><br><br><a href="https://www.youtube.com/watch?v=nV6bRoZq5Po">https://www.youtube.com/watch?v=nV6bRoZq5Po</a><br><br><a href="https://www.khanacademy.org/math/cc-sixth-grade-math/x0267d782:cc-6th-rates-and-percentages/cc-6th-percentages/e/intro-to-percents">https://www.khanacademy.org/math/cc-sixth-grade-math/x0267d782:cc-6th-rates-and-percentages/cc-6th-percentages/e/intro-to-percents</a> |
|                | Demonstrate an understanding of the relationships between fractions,          | Convert among fractions, decimals and percents.                              | <ul style="list-style-type: none"> <li>• Guided discovery to allow students to develop the algorithm for converting among fractions, decimals and percents using manipulatives such as base ten</li> </ul>                                                                                                                                                                                                                                                                                                                                                                      | <a href="https://learn.moe.gov.tt/mod/resource/view.php?id=7283">https://learn.moe.gov.tt/mod/resource/view.php?id=7283</a><br><br><a href="https://www.youtube.com/watch?v=wwg052FC_Zw">https://www.youtube.com/watch?v=wwg052FC_Zw</a>                                                                                                                                                                                                                                                                      |

| TOPIC | GENERAL OUTCOMES                                       | CONTENT SCOPE/SPECIFIC OBJECTIVES                                                    | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------|--------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       | decimals and percents.                                 |                                                                                      | <p>materials, geoboards, grid paper and place value charts.</p> <ul style="list-style-type: none"> <li>Relate percents (e.g., 50%, 25%, 20% and 10%) to fractions (e.g., <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{1}{10}</math>) and decimals (e.g., 0.5, 0.25, 0.2 and 0.1).</li> <li>Recall commonly used related percents, decimals and fractions, e.g., 75%, 0.75 and <math>\frac{3}{4}</math>.</li> <li>Direct instruction for converting among fractions, decimals and percent.</li> <li>Use technology tools to verify solutions.</li> <li>Demonstrate the algorithm for converting from one form to another.</li> <li>Provide opportunities for students to practice using worksheets.</li> </ul> | <p><a href="https://www.youtube.com/watch?v=-gBly-PMWfs">https://www.youtube.com/watch?v=-gBly-PMWfs</a></p> <p><a href="https://www.khanacademy.org/math/pre-algebra/xb4832e56:percentages/xb4832e56:equivalent-representations-of-percent-problems/a/converting-between-percents-fractions-decimals">https://www.khanacademy.org/math/pre-algebra/xb4832e56:percentages/xb4832e56:equivalent-representations-of-percent-problems/a/converting-between-percents-fractions-decimals</a></p> |
|       | Develop an understanding of the comparison of numbers. | Compare and order fractions, decimals and percents in ascending or descending order. | <ul style="list-style-type: none"> <li>Cooperative learning/guided discovery to develop a method to compare fractions, decimals and percents using resources such as place value charts, number lines and grid paper.</li> <li>Cooperative learning to practice the procedure (worksheets).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><a href="https://www.youtube.com/watch?v=8jzRlvp3BX8">https://www.youtube.com/watch?v=8jzRlvp3BX8</a></p> <p><a href="https://learn.moe.gov.tt/mod/resource/view.php?id=7283">https://learn.moe.gov.tt/mod/resource/view.php?id=7283</a></p>                                                                                                                                                                                                                                             |
|       | Solve problems involving percentages.                  | Calculate the percent of a quantity.                                                 | <ul style="list-style-type: none"> <li>Guided instruction to solve problems, e.g., 10% of \$200 = <math>\frac{1}{10}</math> of \$200 = \$20.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><a href="https://learn.moe.gov.tt/mod/resource/view.php?id=7283">https://learn.moe.gov.tt/mod/resource/view.php?id=7283</a></p>                                                                                                                                                                                                                                                                                                                                                          |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/SPECIFIC OBJECTIVES                          | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                      | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------|------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                  |                                                            |                                                                                                                                                                                                                                                                                               | <a href="https://www.youtube.com/watch?v=rR95Cbcjzus">https://www.youtube.com/watch?v=rR95Cbcjzus</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|       |                  | Express a quantity as a percentage of another.             | <ul style="list-style-type: none"> <li>Review expressing a quantity as a fraction of another.</li> <li>Use worksheets for independent practice.</li> </ul>                                                                                                                                    | <a href="https://learn.moe.gov.tt/mod/resource/view.php?id=7283">https://learn.moe.gov.tt/mod/resource/view.php?id=7283</a><br><br><a href="https://www.youtube.com/watch?v=Uf-Rl1e2I4Q">https://www.youtube.com/watch?v=Uf-Rl1e2I4Q</a><br><br><a href="https://www.youtube.com/watch?v=aQsswk2pdas">https://www.youtube.com/watch?v=aQsswk2pdas</a>                                                                                                                                                                                                                 |
|       |                  | Solve one-step real-life problems involving percentages.   | <ul style="list-style-type: none"> <li>Use Polya's problem solving strategy/approach to solve problems.</li> <li>Cooperative learning.</li> <li>Model by 'thinking aloud' the process.</li> <li>Engage students in solving problems that include fractions, decimals and percents.</li> </ul> | <a href="https://learn.moe.gov.tt/mod/resource/view.php?id=7283">https://learn.moe.gov.tt/mod/resource/view.php?id=7283</a><br><br><a href="https://www.youtube.com/watch?v=RBFROsS72yQ">https://www.youtube.com/watch?v=RBFROsS72yQ</a><br><br><a href="https://www.khanacademy.org/math/cc-sixth-grade-math/x0267d782:cc-6th-rates-and-percentages/cc-6th-percent-word-problems/e/percentage_word_problems">https://www.khanacademy.org/math/cc-sixth-grade-math/x0267d782:cc-6th-rates-and-percentages/cc-6th-percent-word-problems/e/percentage_word_problems</a> |
|       |                  | Solve multi-step real-life problems involving percentages. |                                                                                                                                                                                                                                                                                               | <a href="https://learn.moe.gov.tt/mod/resource/view.php?id=7283">https://learn.moe.gov.tt/mod/resource/view.php?id=7283</a><br><br><a href="https://www.khanacademy.org/math/cc-sixth-grade-math/x0267d782:cc-6th-rates-and-percentages/cc-6th-percent-word-problems/e/percentage_word_problems">https://www.khanacademy.org/math/cc-sixth-grade-math/x0267d782:cc-6th-rates-and-percentages/cc-6th-percent-word-problems/e/percentage_word_problems</a>                                                                                                              |

| TOPIC                | GENERAL OUTCOMES                                                                                                                                                                                                                                                                                   | CONTENT SCOPE/SPECIFIC OBJECTIVES                                                                                                                                                                                                                   | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Number Theory</b> | Demonstrate an understanding of different types of numbers and/or the relationship between numbers: <ul style="list-style-type: none"> <li>• odd</li> <li>• even</li> <li>• multiple</li> <li>• factors</li> <li>• prime</li> <li>• composite</li> <li>• squares</li> <li>• square root</li> </ul> | Differentiate between or among <ul style="list-style-type: none"> <li>(a) odd and even numbers</li> <li>(b) factors and multiples of numbers</li> <li>(c) prime and composite numbers</li> <li>(d) square numbers and their square roots</li> </ul> | <ul style="list-style-type: none"> <li>• Use technology tools to conduct research.</li> <li>• Cooperative learning to conceptually understand the different types of numbers and describe relationships among them using appropriate resources and activities.</li> <li>• Describe patterns observed and explain rules.</li> <li>• Apply the algorithm for finding factors and multiples with or without arrays.</li> <li>• Exploration activities involving the use of resources such as counters, number lines, hundred charts, grid paper, multiplication and division tables and calculators.</li> </ul> | <a href="https://learn.moe.gov.tt/mod/resource/view.php?id=7446">https://learn.moe.gov.tt/mod/resource/view.php?id=7446</a><br><br><a href="https://www.khanacademy.org/math/algebra/x2f8bb11595b61c86:rational-exponents-radicals/x2f8bb11595b61c86:radicals/e/square_roots">https://www.khanacademy.org/math/algebra/x2f8bb11595b61c86:rational-exponents-radicals/x2f8bb11595b61c86:radicals/e/square_roots</a><br><br><a href="https://www.khanacademy.org/math/in-class-6-math-foundation/x40648f78566eca4e:factors-and-multiples/x40648f78566eca4e:even-and-odd-numbers/e/identifying-odd-and-even-numbers">https://www.khanacademy.org/math/in-class-6-math-foundation/x40648f78566eca4e:factors-and-multiples/x40648f78566eca4e:even-and-odd-numbers/e/identifying-odd-and-even-numbers</a><br><br><a href="https://www.primarygames.com/math/matheggsevenodd/">https://www.primarygames.com/math/matheggsevenodd/</a><br><a href="https://www.youtube.com/watch?v=S7C LLRHe8ik">https://www.youtube.com/watch?v=S7C LLRHe8ik</a><br><br><a href="https://www.youtube.com/watch?v=3h4 UK62Qrbo">https://www.youtube.com/watch?v=3h4 UK62Qrbo</a><br><br><a href="https://www.youtube.com/watch?v=yIC R9PiW340">https://www.youtube.com/watch?v=yIC R9PiW340</a> |
| <b>Proportion</b>    | Demonstrate an understanding of                                                                                                                                                                                                                                                                    | Solve real-world problems involving direct proportion.                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Cooperative learning to solve real world problems involving direct proportions, e.g., 'If the cost of 6</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <a href="https://thirdspacelearning.com/gcse-maths/ratio-and-proportion/direct-proportion/">https://thirdspacelearning.com/gcse-maths/ratio-and-proportion/direct-proportion/</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| TOPIC        | GENERAL OUTCOMES                                                           | CONTENT SCOPE/SPECIFIC OBJECTIVES                                                                                 | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                    | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                            |
|--------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              | direct proportion.                                                         |                                                                                                                   | <p>apples is \$30, what would be the cost of 4 apples?’</p> <ul style="list-style-type: none"> <li>Model by ‘thinking aloud’ the process used to solve problems.</li> <li>Guided instruction related to the solving of problems.</li> </ul>                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                |
| <b>Money</b> | Develop an understanding of our currency and the value of coins and bills. | Identify coins, bills, their value and the value of a set of coins/bills (up to 100 cents and \$100).             | <ul style="list-style-type: none"> <li>Review the value of coins and bills.</li> <li>Engage students in practical situations involving coins and bills.</li> <li>Use actual coins and bills to count money.</li> <li>Use a combination of bills and coins to allow students to represent the value.</li> <li>Provide opportunities for multiple purchases with larger bills.</li> <li>Encourage students to “spot the error” in different money representations.</li> </ul> | <p><a href="#">01 07 2020 F1 T3 NUMBER OPERATIONS AND NUMBER THEORY Consumer Arithmetic.pdf (moe.gov.tt)</a></p> <p><a href="https://www.math-aids.com/Money/Counting_Bills_Trinidad.html">https://www.math-aids.com/Money/Counting_Bills_Trinidad.html</a></p> <p><a href="https://youtu.be/6Oo8xwi8TIQ">https://youtu.be/6Oo8xwi8TIQ</a></p> |
|              | Demonstrate an understanding of equivalent relationships using money.      | Determine the possible combinations of coins/bills, which are equal to given amounts (up to 100 cents and \$100). | <ul style="list-style-type: none"> <li>Practical hands-on activities to show equivalence of money.</li> <li>Cooperative learning to determine equivalence.</li> <li>Independent practice to determine equivalence.</li> <li>Engage in problem solving activities related to equivalence.</li> </ul>                                                                                                                                                                         | <p><a href="https://www.youtube.com/watch?v=dwuUHMuoxSU">https://www.youtube.com/watch?v=dwuUHMuoxSU</a></p>                                                                                                                                                                                                                                   |
|              | Solve problems involving money transactions.                               | Calculate total cost and the change in money transactions.                                                        | <ul style="list-style-type: none"> <li>Cooperative learning activities involving the shopkeeper method.</li> </ul>                                                                                                                                                                                                                                                                                                                                                          | <p><a href="https://youtu.be/03JX5c2AY8M">https://youtu.be/03JX5c2AY8M</a></p> <p><a href="https://www.youtube.com/watch?v=mLSVIPSkJOQ">https://www.youtube.com/watch?v=mLSVIPSkJOQ</a></p>                                                                                                                                                    |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/SPECIFIC OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                            | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|       |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Hands-on activities that involve getting change after purchasing a single item using various bills.</li> <li>Hands-on activities that involve calculating total cost and change after purchasing item (s): - use various bills.</li> <li>Use of worksheets to solve problems related to finding total cost and calculation of change.</li> <li>Independent practice.</li> </ul>                                                                                                                                                                                                                                                       | <a href="https://www.youtube.com/watch?v=OYMw96NPy0w">https://www.youtube.com/watch?v=OYMw96NPy0w</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|       |                  | <p>Solve real-life, one-step problems involving money, (including profit and loss, best buy, discount, savings, salaries, wages, loans, simple interest, VAT, Hire Purchase, Billings-e.g. telephone, rates and taxes, buying at a sale and otherwise).<br/>Include: Rate of pay:</p> <ol style="list-style-type: none"> <li>hourly</li> <li>daily</li> <li>weekly</li> <li>fortnightly</li> <li>monthly</li> <li>annual salaries</li> </ol> | <ul style="list-style-type: none"> <li>Create and solve real-life, one-step and multi-step problems involving whole numbers, fractions, mixed numbers, decimals, percents and money.</li> <li>Discussion about concepts related to money such as profit and loss.</li> <li>Select and use appropriate estimation strategies to check for reasonableness of answers and use calculators to check answers/solutions.</li> <li>Solve problems in mathematical games.</li> <li>Use Polya's problem solving strategy/approach to solve problems.</li> <li>Model by 'thinking aloud' the process.</li> <li>Cooperative learning to create and solve real-life problems.</li> </ul> | <a href="https://www.youtube.com/watch?v=tHF2bXCQ3y4">https://www.youtube.com/watch?v=tHF2bXCQ3y4</a><br><br><a href="https://youtu.be/1rejTlaFRvU">https://youtu.be/1rejTlaFRvU</a><br><br><a href="https://www.basic-mathematics.com/find-regular-hourly-rate.html">https://www.basic-mathematics.com/find-regular-hourly-rate.html</a><br><br><a href="#">CALCULATING PROFIT AND LOSS, AND PERCENTAGE PROFIT, PERCENTAGE LOSS CONSUMER ARITHMETIC - YouTube</a><br><br><a href="https://youtu.be/03JX5c2AY8M">https://youtu.be/03JX5c2AY8M</a><br><br><a href="https://www.youtube.com/watch?v=TSaivwREeAk">https://www.youtube.com/watch?v=TSaivwREeAk</a> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/SPECIFIC OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | RESOURCES/MATERIALS |
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|       |                  | <p>vii. overtime (time and a half, double time)</p> <p>Solve real-life, multi-step problems involving money, (including profit and loss, best buy, discount, savings, salaries, wages, loans, simple interest, VAT, Hire Purchase, Billings-e.g. telephone, rates and taxes, buying at a sale and otherwise).<br/>Include: Rate of pay:</p> <p>i. hourly</p> <p>ii. daily</p> <p>iii. weekly</p> <p>iv. fortnightly</p> <p>v. monthly</p> <p>vi. annual salaries</p> <p>vii. overtime (time and a half, double time)</p> | <ul style="list-style-type: none"> <li>Engage in practical “real-life” role play activities involving money such as opening a business (e.g., transporting, gardening, shop keeping, store).</li> <li>Independent practice.</li> </ul> <p><b>Best Buy</b></p> <ul style="list-style-type: none"> <li>Cooperative learning to compare the prices of two similar products to determine which is the better buy.</li> <li>Simulation of a shop to role play a Unit Price Game - Are you getting value for money.</li> <li>Discussion about unit prices - finding the unit prices does not give information about the quality of what is bought, but it can help us to make a decision.</li> </ul> <p><b>Hire Purchase</b></p> <ul style="list-style-type: none"> <li>Encourage a discussion about what students understand by Hire Purchase highlighting the use of appropriate vocabulary such as down payment, interest, monthly, total cost.</li> <li>Use an advertisement in a newspaper/magazine to work out the total cost of an item.</li> <li>Have students work out the total cost of an item on Hire Purchase and</li> </ul> |                     |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/SPECIFIC OBJECTIVES | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                    | RESOURCES/MATERIALS |
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|       |                  |                                   | <p>compare the Cash Price with the Hire Purchase price.</p> <ul style="list-style-type: none"> <li>Engage the students in a discussion about the merits and demerits of Hire Purchase.</li> <li>Encourage students to do a mini project on the best Hire Purchase option for purchasing an item.</li> </ul> |                     |

## GEOMETRY

| TOPIC  | GENERAL OUTCOMES                                                  | CONTENT SCOPE/SPECIFIC OBJECTIVES                                                                                                                                                                                           | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Solids | Demonstrate familiarity with pictorial representations of solids. | Name solids from pictorial representations. <ul style="list-style-type: none"> <li>• cuboid</li> <li>• cube</li> <li>• cylinder</li> <li>• cone</li> <li>• sphere</li> <li>• pyramid</li> <li>• triangular prism</li> </ul> | <ul style="list-style-type: none"> <li>• Explore/investigate and name solids in the environment.</li> <li>• Construct models using various solids and name the solids used.</li> <li>• Discussion about the solids shown in pictures (including real-life objects such as book, Rubik's cube, party hat, globe, can).</li> <li>• Cooperative learning to name and classify solids using concrete materials and pictorial representations.</li> <li>• Use of worksheets to name solids represented in pictures in different orientations.</li> </ul> | <a href="https://uk.ixl.com/math/year-2/name-the-three-dimensional-shape">https://uk.ixl.com/math/year-2/name-the-three-dimensional-shape</a><br><br><a href="https://www.bbc.co.uk/bitesize/topics/zbtp34j/articles/zjjpg8">https://www.bbc.co.uk/bitesize/topics/zbtp34j/articles/zjjpg8</a><br><br><a href="https://uk.ixl.com/maths/year-2/shapes-of-everyday-objects">https://uk.ixl.com/maths/year-2/shapes-of-everyday-objects</a><br><br><a href="https://uk.ixl.com/maths/year-2/shapes-of-everyday-objects-ii">https://uk.ixl.com/maths/year-2/shapes-of-everyday-objects-ii</a> |
|        | Develop an understanding of the properties of solids.             | Draw faces of solids and describe their properties (e.g., shape of faces, number of faces, parallel and perpendicular lines, angles – right, non-right and equal, number of sides).                                         | <ul style="list-style-type: none"> <li>• Explore/investigate the properties of solids through hands-on manipulation of solids.</li> <li>• Construct solids using cut-outs of plane shapes.</li> <li>• Cooperative learning to trace, and describe, the faces of solids.</li> <li>• Pose questions to students on the properties of solids using 3D shapes and pictures of 3D shapes.</li> <li>• Use of videos to show the properties of various examples of solids.</li> </ul>                                                                      | <a href="#">IXL - Compare vertices, edges and faces (Year 2 maths practice)</a><br><br><a href="#">IXL - Identify shapes traced from solids (Year 2 maths practice)</a>                                                                                                                                                                                                                                                                                                                                                                                                                    |
|        |                                                                   | Describe the properties of solids in relation to number and types of                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Explore the properties of solids through the use of models.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                     | <a href="https://uk.ixl.com/maths/year-2/count-vertices-edges-and-faces">https://uk.ixl.com/maths/year-2/count-vertices-edges-and-faces</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |

| TOPIC | GENERAL OUTCOMES                                | CONTENT SCOPE/SPECIFIC OBJECTIVES                                                               | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                       | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------|-------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                                                 | faces, edges and vertices.                                                                      | <ul style="list-style-type: none"> <li>Construct frames of solids using various resources such as plasticine and straws.</li> <li>Journal entry about the properties of solids.</li> <li>Discussion about faces, edges and vertices.</li> <li>Draw/sketch solids and label to show faces, edges and vertices.</li> </ul>       | <a href="https://uk.ixl.com/maths/year-2/compare-vertices-edges-and-faces">https://uk.ixl.com/maths/year-2/compare-vertices-edges-and-faces</a>                                                                                                                                                                                                                                                                        |
|       |                                                 | Describe the properties of solids in relation to their cross-sections, base, height and angles. | <ul style="list-style-type: none"> <li>Investigate the cross section, base, height and angles of solids through hands-on activities.</li> <li>Investigate right angles and non-right angles in solids.</li> <li>Discussion about the properties of solids.</li> <li>Journal entry to list the properties of solids.</li> </ul> | <a href="https://www.mathsisfun.com/geometry/cross-sections.html">https://www.mathsisfun.com/geometry/cross-sections.html</a><br><a href="https://flexbooks.ck12.org/cbook/ck-12-interactive-geometry-for-ccss/section/1.12/primary/lesson/cross-sections-of-solids-geo-ccss/">https://flexbooks.ck12.org/cbook/ck-12-interactive-geometry-for-ccss/section/1.12/primary/lesson/cross-sections-of-solids-geo-ccss/</a> |
|       |                                                 | Name the solids with uniform cross-sections.                                                    | <ul style="list-style-type: none"> <li>Describe the cross-section of solids.</li> <li>Sort and name solids according to those with a uniform cross-section and those that do not have a uniform cross-section.</li> </ul>                                                                                                      | <a href="https://www.mathsisfun.com/geometry/cuboids-rectangular-prisms.html">https://www.mathsisfun.com/geometry/cuboids-rectangular-prisms.html</a><br><a href="https://www.bbc.co.uk/bitesize/guides/zw7scj6/revision/1">https://www.bbc.co.uk/bitesize/guides/zw7scj6/revision/1</a>                                                                                                                               |
|       | Develop an understanding of the nets of solids. | Draw the nets of solids.                                                                        | <ul style="list-style-type: none"> <li>Explore/investigate the nets of solids by engaging in practical activities involving the use of manipulatives/models.</li> <li>Cooperative learning to draw, describe and display the nets of solids.</li> </ul>                                                                        | <a href="https://www.youtube.com/watch?v=Cn3QiGlklRI">https://www.youtube.com/watch?v=Cn3QiGlklRI</a><br><a href="https://www.youtube.com/watch?v=Cn3QiGlklRI&amp;list=RDCMUC4a-Gbdw7vOaccHmFo40b9g&amp;index=1">https://www.youtube.com/watch?v=Cn3QiGlklRI&amp;list=RDCMUC4a-Gbdw7vOaccHmFo40b9g&amp;index=1</a>                                                                                                     |

| TOPIC               | GENERAL OUTCOMES                                                        | CONTENT SCOPE/SPECIFIC OBJECTIVES                                                                           | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                             | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     |                                                                         |                                                                                                             | <ul style="list-style-type: none"> <li>Use technology tools to draw the nets of solids.</li> </ul>                                                                                                                                                                                                                                                                                                                                                   | <a href="https://www.youtube.com/watch?v=hLD_j3AtxGs">https://www.youtube.com/watch?v=hLD_j3AtxGs</a>                                                                                                                                                                                                                                                                                                                                                                           |
|                     | Solve problems involving solids.                                        | Solve problems involving solids including problems related to increasing and decreasing geometric patterns. | <ul style="list-style-type: none"> <li>Use Polya's problem solving strategy/approach to solve problems.</li> <li>Cooperative learning.</li> <li>Model by 'thinking aloud' the process.</li> <li>Review/check for prior knowledge about geometric patterns and reteach as necessary.</li> </ul>                                                                                                                                                       | <a href="https://www.youtube.com/watch?v=dx64YZbktuo">https://www.youtube.com/watch?v=dx64YZbktuo</a><br><a href="https://mathisvisual.com/growing-geometric-patterns/">https://mathisvisual.com/growing-geometric-patterns/</a>                                                                                                                                                                                                                                                |
| <b>Plane Shapes</b> | Demonstrate familiarity with pictorial representations of plane shapes. | Name plane shapes from pictorial representations.                                                           | <ul style="list-style-type: none"> <li>Explore plane shapes in the environment.</li> <li>Match cut-outs of plane shapes to their pictorial representations and name them (squares, triangles, rectangles and circles).</li> <li>Create plane shapes using geo-strips and toothpicks and on resources such as geoboards and grid paper.</li> <li>Use worksheets, to identify different plane shapes in pictures, for independent practice.</li> </ul> | <a href="#">Pattern Blocks   Math Playground</a><br><a href="https://uk.ixl.com/maths/year-2/name-the-two-dimensional-shape">https://uk.ixl.com/maths/year-2/name-the-two-dimensional-shape</a><br><a href="https://uk.ixl.com/maths/year-2/select-two-dimensional-shapes">https://uk.ixl.com/maths/year-2/select-two-dimensional-shapes</a><br><a href="https://uk.ixl.com/maths/year-2/count-sides-and-vertices">https://uk.ixl.com/maths/year-2/count-sides-and-vertices</a> |
|                     | Demonstrate an understanding of the different types of triangles.       | Identify and name triangles as scalene, right angled, isosceles and equilateral.                            | <ul style="list-style-type: none"> <li>Review/check for prior knowledge.</li> <li>Explore the properties of triangles through the use of cut-outs and other manipulatives.</li> <li>Discussion about the properties of triangles.</li> <li>Hands-on sorting/classification activities.</li> </ul>                                                                                                                                                    | <a href="https://www.mometrix.com/academy/introduction-to-types-of-triangles/">https://www.mometrix.com/academy/introduction-to-types-of-triangles/</a><br><a href="https://byjus.com/maths/triangles/">https://byjus.com/maths/triangles/</a>                                                                                                                                                                                                                                  |
|                     |                                                                         | Describe the properties of triangles in relation to sides, angles and lines of symmetry.                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <a href="https://www.youtube.com/watch?v=1k0G-Y4ljRA">https://www.youtube.com/watch?v=1k0G-Y4ljRA</a>                                                                                                                                                                                                                                                                                                                                                                           |

| TOPIC | GENERAL OUTCOMES                                              | CONTENT SCOPE/SPECIFIC OBJECTIVES                                                                                                                                                                | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                              | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                            |
|-------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                                                               |                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Guided practice to measure angles in relation to the right angle.</li> <li>Use worksheets, to name and describe the types of triangles, for independent practice.</li> </ul>                                                                                                                                                                                                   | <a href="https://e-gmat.com/blogs/properties-of-triangles/">https://e-gmat.com/blogs/properties-of-triangles/</a>                                                                                                                                                                                                                                                              |
|       | Develop an understanding of the properties of quadrilaterals. | Identify and name quadrilaterals (rectangles, squares, trapezoids, parallelograms, rhombuses).                                                                                                   | <ul style="list-style-type: none"> <li>Review/check for prior knowledge.</li> <li>Reteach as necessary using appropriate resources, such as, cut-outs and geoboards.</li> <li>Explore the properties of quadrilaterals through the use of cut-outs and other manipulatives.</li> <li>Discussion about the properties of quadrilaterals.</li> </ul>                                                                    | <a href="#">Quadrilaterals: Classification - Varsity Tutors</a><br><br><a href="https://www.khanacademy.org/math/cc-third-grade-math/quadrilaterals-3rd/imp-quadrilaterals/v/introduction-to-types-of-quadrilaterals">https://www.khanacademy.org/math/cc-third-grade-math/quadrilaterals-3rd/imp-quadrilaterals/v/introduction-to-types-of-quadrilaterals</a>                 |
|       |                                                               | Describe the properties of quadrilaterals.                                                                                                                                                       | <ul style="list-style-type: none"> <li>Sketch and label quadrilaterals from a given verbal description.</li> <li>Independent practice to name and describe the different quadrilaterals through the use of worksheets.</li> </ul>                                                                                                                                                                                     | <a href="https://www.youtube.com/watch?v=yiREqzDsMP8">https://www.youtube.com/watch?v=yiREqzDsMP8</a><br><br><a href="https://www.khanacademy.org/math/cc-fifth-grade-math/properties-of-shapes/imp-quadrilaterals-2/v/quadrilateral-properties">https://www.khanacademy.org/math/cc-fifth-grade-math/properties-of-shapes/imp-quadrilaterals-2/v/quadrilateral-properties</a> |
|       |                                                               | Classify and compare quadrilaterals according to their attributes (including type of angles, no. of equal sides, no. of pairs of parallel sides, no. of perpendicular sides, lines of symmetry). | <ul style="list-style-type: none"> <li>Sort quadrilaterals (rectangles, squares, trapezoids, parallelograms, rhombuses) according to their attributes (e.g., angles, lengths of sides, parallel sides).</li> <li>Guided practice to measure angles and lengths of sides and, hence, classify and compare the quadrilaterals.</li> <li>Discussion about the similarities and differences of quadrilaterals.</li> </ul> | <a href="https://www.youtube.com/watch?v=HUSVwQ0UuGI">https://www.youtube.com/watch?v=HUSVwQ0UuGI</a><br><br><a href="https://www.youtube.com/watch?v=m7kqf0hm68">https://www.youtube.com/watch?v=m7kqf0hm68</a>                                                                                                                                                               |

| TOPIC | GENERAL OUTCOMES                                                                                            | CONTENT SCOPE/SPECIFIC OBJECTIVES                                                                                | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                           | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       | Develop an understanding of the properties of shapes with five and more sides (pentagon, hexagon, octagon). | Identify and name pentagons, hexagons and octagons.                                                              | <ul style="list-style-type: none"> <li>Review/check for prior knowledge.</li> <li>Explore the properties of pentagons, hexagons and octagons through the use of cut-outs and other manipulatives.</li> <li>Discussion about the properties of the shapes.</li> <li>Hands-on sorting/classification activities.</li> <li>Independent practice to name and describe the different shapes.</li> </ul> | <a href="https://byjus.com/maths/pentagon/">https://byjus.com/maths/pentagon/</a>                                                                                                                                                                                                                                                                                                                                                                                                                   |
|       |                                                                                                             | Describe the properties of pentagons, hexagons and octagons in relation to sides, angles and lines of symmetry.  |                                                                                                                                                                                                                                                                                                                                                                                                    | <a href="https://www.mathsisfun.com/geometry/symmetry-line-plane-shapes.html">https://www.mathsisfun.com/geometry/symmetry-line-plane-shapes.html</a><br><a href="https://www.skillsyouneed.com/num/polygons.html">https://www.skillsyouneed.com/num/polygons.html</a>                                                                                                                                                                                                                              |
|       | Demonstrate an understanding of the properties of regular and irregular polygons.                           | Differentiate between regular and irregular polygons (triangles, quadrilaterals, pentagons, hexagons, octagons). |                                                                                                                                                                                                                                                                                                                                                                                                    | <a href="https://unacademy.com/content/ssc/study-material/mathematics/differences-between-regular-and-irregular-polygons/">https://unacademy.com/content/ssc/study-material/mathematics/differences-between-regular-and-irregular-polygons/</a><br><a href="https://www.youtube.com/watch?v=MVMidnAe7SM">https://www.youtube.com/watch?v=MVMidnAe7SM</a><br><a href="https://mathmonks.com/polygon/regular-and-irregular-polygons">https://mathmonks.com/polygon/regular-and-irregular-polygons</a> |
|       | Develop an understanding of compound shapes.                                                                | Name plane shapes used to create compound shapes (concrete and pictorial representation).                        | <ul style="list-style-type: none"> <li>Explore/investigate compound shapes in real-life/nature (e.g., buildings, bridges).</li> </ul>                                                                                                                                                                                                                                                              | <a href="https://sciencing.com/make-3d-hexagon-8709151.html">https://sciencing.com/make-3d-hexagon-8709151.html</a><br><a href="https://www.twinkl.co.uk/teaching-wiki/composite-shape">https://www.twinkl.co.uk/teaching-wiki/composite-shape</a>                                                                                                                                                                                                                                                  |

| TOPIC        | GENERAL OUTCOMES                                                    | CONTENT SCOPE/SPECIFIC OBJECTIVES                                                                                                                                 | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                               | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              |                                                                     | Create compound shapes.                                                                                                                                           | <ul style="list-style-type: none"> <li>Use cooperative learning to create or draw compound shapes and name and describe the plane shapes used.</li> <li>Use worksheets for independent practice.</li> </ul>                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|              | Solve problems involving plane shapes.                              | Solve problems involving plane shapes including problems related to increasing and decreasing geometric patterns.                                                 | <ul style="list-style-type: none"> <li>Use Polya's problem solving strategy/approach to solve problems.</li> <li>Cooperative learning.</li> <li>Model by 'thinking aloud' the process.</li> <li>Review/check for prior knowledge about geometric patterns and reteach as necessary.</li> </ul>                                                                         | <a href="https://www.youtube.com/watch?v=VVy7caxUgRA">https://www.youtube.com/watch?v=VVy7caxUgRA</a><br><br><a href="https://www.studysmarter.co.uk/explanations/math/geometry/area-of-plane-figures/">https://www.studysmarter.co.uk/explanations/math/geometry/area-of-plane-figures/</a>                                                                                                                                                                                                                           |
| <b>Lines</b> | Develop an understanding of the different types of lines in shapes. | Draw and name different types of lines. Include: <ul style="list-style-type: none"> <li>horizontal</li> <li>vertical</li> <li>diagonal</li> <li>curved</li> </ul> | <ul style="list-style-type: none"> <li>Review/check for prior knowledge.</li> <li>Reteach as necessary using resources such as cut-outs of shapes, geoboards and geo-strips.</li> <li>Use worksheets to identify the different types of lines and name the different types of lines.</li> <li>Explore, and discuss, the different types of lines in shapes.</li> </ul> | <a href="https://www.youtube.com/watch?v=k5etRwdlY6o">https://www.youtube.com/watch?v=k5etRwdlY6o</a><br><br><a href="https://byjus.com/maths/lines/">https://byjus.com/maths/lines/</a>                                                                                                                                                                                                                                                                                                                               |
|              |                                                                     | Differentiate between parallel and perpendicular lines in shapes.                                                                                                 | <ul style="list-style-type: none"> <li>Review/check for prior knowledge.</li> <li>Reteach as necessary.</li> <li>Cooperative learning to identify parallel and perpendicular lines in shapes.</li> <li>Draw parallel and perpendicular lines and discuss their differences.</li> <li>Journal entry about parallel and perpendicular lines in shapes.</li> </ul>        | <a href="https://www.khanacademy.org/math/cc-eighth-grade-math/cc-8th-geometry/cc-8th-angles-between-lines/v/identifying-parallel-and-perpendicular-lines">https://www.khanacademy.org/math/cc-eighth-grade-math/cc-8th-geometry/cc-8th-angles-between-lines/v/identifying-parallel-and-perpendicular-lines</a><br><br><a href="http://www.differencebetween.net/language/difference-between-parallel-and-perpendicular/">http://www.differencebetween.net/language/difference-between-parallel-and-perpendicular/</a> |

| TOPIC    | GENERAL OUTCOMES                           | CONTENT SCOPE/SPECIFIC OBJECTIVES                                                  | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                   | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                  |
|----------|--------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |                                            |                                                                                    | <ul style="list-style-type: none"> <li>Draw shapes using the properties of parallel and perpendicular lines.</li> </ul>                                                                                                                                                                                                                                                                                                                    | <a href="https://www.youtube.com/watch?v=u1ly2jiojyA">https://www.youtube.com/watch?v=u1ly2jiojyA</a>                                                                                                                                                                                                |
| Symmetry | Develop an understanding of line symmetry. | Classify shapes into those that are symmetrical and those that are not.            | <ul style="list-style-type: none"> <li>Investigate plane shapes to determine whether or not they are symmetrical through folding and superimposing activities and/or by using a Mira.</li> <li>Discuss observations made about symmetrical shapes and shapes that are not symmetrical.</li> <li>Create shapes that are symmetrical and those that are not using resources such as cut-outs of shapes, geoboards and grid paper.</li> </ul> | <a href="https://www.mathsisfun.com/geometry/symmetry-line-plane-shapes.html">https://www.mathsisfun.com/geometry/symmetry-line-plane-shapes.html</a><br><br><a href="https://www.mathsisfun.com/geometry/symmetry-reflection.html">https://www.mathsisfun.com/geometry/symmetry-reflection.html</a> |
|          |                                            | Draw lines of symmetry in symmetrical shapes.                                      | <ul style="list-style-type: none"> <li>Engage in hands-on activities involving folding and drawing lines of symmetry in cut-outs of shapes.</li> <li>Cooperative learning to determine the number of lines of symmetry in shapes.</li> </ul>                                                                                                                                                                                               | <a href="https://www.youtube.com/watch?v=wGy7jXisNdQ">https://www.youtube.com/watch?v=wGy7jXisNdQ</a><br><br><a href="https://www.youtube.com/watch?v=TAfLJLq_q0k">https://www.youtube.com/watch?v=TAfLJLq_q0k</a>                                                                                   |
|          |                                            | State the number of lines of symmetry in shapes.                                   | <ul style="list-style-type: none"> <li>Discussion about shapes that are symmetrical.</li> <li>Display of shapes with lines of symmetry drawn.</li> <li>Use of worksheets (where shapes are drawn without grids and on grids) for independent practice.</li> </ul>                                                                                                                                                                          | <a href="https://www.splashlearn.com/math-vocabulary/geometry/line-of-symmetry">https://www.splashlearn.com/math-vocabulary/geometry/line-of-symmetry</a><br><br><a href="https://www.youtube.com/watch?v=vI23PrTEIJM">https://www.youtube.com/watch?v=vI23PrTEIJM</a>                               |
|          | Solve problems involving line symmetry.    | Solve problems involving line symmetry inclusive of completing a symmetrical shape | <ul style="list-style-type: none"> <li>Cooperative learning to solve problems and share ideas.</li> <li>Use questioning strategies to elicit the process used to solve problems.</li> </ul>                                                                                                                                                                                                                                                | <a href="https://thirdspacelearning.com/gcse-maths/geometry-and-measure/lines-of-symmetry/">https://thirdspacelearning.com/gcse-maths/geometry-and-measure/lines-of-symmetry/</a>                                                                                                                    |

| TOPIC         | GENERAL OUTCOMES                                                   | CONTENT SCOPE/SPECIFIC OBJECTIVES                                                           | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                 |
|---------------|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               |                                                                    | given half of the shape and a line of symmetry.                                             | <ul style="list-style-type: none"> <li>Model by ‘thinking aloud’ the process.</li> <li>Guided instruction to solve problems.</li> <li>Use of worksheets for independent practice.</li> </ul>                                                                                                                                                                                                                                                                                                                                     | <a href="https://fuse.education.vic.gov.au/mcc/CurriculumItem?code=VCMMG144">https://fuse.education.vic.gov.au/mcc/CurriculumItem?code=VCMMG144</a>                                                                                                                                                                                                 |
| <b>Angles</b> | Demonstrate an understanding of angles in solids and plane shapes. | Describe an amount of turn (e.g., whole turn, three quarter turn, half turn, quarter turn). | <ul style="list-style-type: none"> <li>Explore and describe turns in the environment such as the opening and closing of doors and the movement of hands of a clock.</li> <li>Use geo-strips to model and describe turns.</li> </ul>                                                                                                                                                                                                                                                                                              | <a href="https://www.youtube.com/watch?v=8r7D7GFg0kg">https://www.youtube.com/watch?v=8r7D7GFg0kg</a><br><br><a href="https://my.homecampus.com.sg/Learn/Primary4/Geometry/Angles-Turns-and-Directions">https://my.homecampus.com.sg/Learn/Primary4/Geometry/Angles-Turns-and-Directions</a>                                                        |
|               |                                                                    | Describe the quarter turn as a right angle.                                                 | <ul style="list-style-type: none"> <li>Discussion about the right angle as it relates to a quarter turn and perpendicular lines.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                      | <a href="https://www.youtube.com/watch?v=2JSk0DC5q4g">https://www.youtube.com/watch?v=2JSk0DC5q4g</a>                                                                                                                                                                                                                                               |
|               |                                                                    | Identify and classify angles according to type (acute, right, obtuse, straight and reflex). | <ul style="list-style-type: none"> <li>Review of prior knowledge including identifying angles (right angles, angles greater than and smaller than right angles) in regular and irregular polygons and faces of solids.</li> <li>Describe angles in the environment, on solids and plane shapes.</li> <li>Engagement in hands-on activities to identify and name angles on faces of solids or plane shapes.</li> <li>Discussion about the different types of angles.</li> <li>Cooperative learning to classify angles.</li> </ul> | <a href="https://www.vedantu.com/maths/types-of-angles">https://www.vedantu.com/maths/types-of-angles</a><br><br><a href="https://www.math-only-math.com/types-of-angles.html">https://www.math-only-math.com/types-of-angles.html</a><br><br><a href="https://www.youtube.com/watch?v=lxkqJc3P40E">https://www.youtube.com/watch?v=lxkqJc3P40E</a> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/SPECIFIC OBJECTIVES                                 | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                    | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                             |
|-------|------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                  | Draw angles of various sizes and describe the angles.             | <ul style="list-style-type: none"> <li>• Guided practice to manipulate drawing tools.</li> <li>• Engagement in hands-on activities involving the drawing of angles.</li> <li>• Cooperative learning for practice.</li> </ul>                                                | <a href="https://www.youtube.com/watch?v=_erF7VM5-zI">https://www.youtube.com/watch?v=_erF7VM5-zI</a><br><br><a href="https://www.youtube.com/watch?v=3NHnTHhmv8g">https://www.youtube.com/watch?v=3NHnTHhmv8g</a><br><br><a href="https://www.youtube.com/watch?v=O3V2AdwoBBU">https://www.youtube.com/watch?v=O3V2AdwoBBU</a> |
|       |                  | Draw shapes with angles of various sizes and describe the angles. | <ul style="list-style-type: none"> <li>• Cooperative learning.</li> <li>• Create shapes on geoboards.</li> <li>• Journal entry with drawings of different shapes with descriptions.</li> <li>• Use worksheets to solve problems involving the drawing of shapes.</li> </ul> | <a href="https://www.youtube.com/watch?v=gr3auGI9_mY">https://www.youtube.com/watch?v=gr3auGI9_mY</a>                                                                                                                                                                                                                           |

## MEASUREMENT

| TOPIC                              | GENERAL OUTCOMES                                                                      | CONTENT SCOPE/SPECIFIC OBJECTIVES                                                          | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                             |
|------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Linear Measure</b><br>1. Length | Understand that linear measure can be quantified using standard units (km, m, cm, mm) | Select and use the most appropriate standard unit for measuring various lengths/distances. | <ul style="list-style-type: none"> <li>Review/check for prior knowledge.</li> <li>Cooperative learning to engage in practical activities using non-standard and standard units and using various linear resources including rulers and measuring tape.</li> <li>Use of technology tools to conduct research related to the use of measures in the community and the need for standard units of measures.</li> <li>Explain the need for standard units of measures.</li> <li>Performance task - journal writing about the need for standard units of measures.</li> <li>Discussion about the different units used to measure length and the different instruments (including the trundle wheel).</li> <li>Explain the suitability of the unit as it relates to the length to be measured.</li> </ul> | <a href="https://www.youtube.com/watch?v=pGyflYxcdXc">https://www.youtube.com/watch?v=pGyflYxcdXc</a><br><br><a href="https://www.youtube.com/watch?v=AVC-426M6V0">https://www.youtube.com/watch?v=AVC-426M6V0</a><br><br><a href="https://www.youtube.com/watch?v=4sBC3ojd6CE">https://www.youtube.com/watch?v=4sBC3ojd6CE</a> |

| TOPIC | GENERAL OUTCOMES                                      | CONTENT SCOPE/SPECIFIC OBJECTIVES                                                                                                                                                             | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                             |
|-------|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                                                       | Measure and record lengths of objects and lines using standard units.                                                                                                                         | <ul style="list-style-type: none"> <li>Hands-on activities related to the measuring of lengths of objects and recording the measure.</li> <li>Direct instruction and demonstration on the appropriate use of measuring instruments.</li> <li>Use of worksheets to measure and record the lengths of drawn objects and lines.</li> </ul> | <a href="https://www.youtube.com/watch?v=Mw7Jzhy8YxI">https://www.youtube.com/watch?v=Mw7Jzhy8YxI</a><br><br><a href="https://www.youtube.com/watch?v=0YqMjjEMMmE">https://www.youtube.com/watch?v=0YqMjjEMMmE</a><br><br><a href="https://www.youtube.com/watch?v=tuBLuIW1U70">https://www.youtube.com/watch?v=tuBLuIW1U70</a> |
|       |                                                       | Draw lines of various lengths.                                                                                                                                                                | <ul style="list-style-type: none"> <li>Demonstration on the use of measuring instruments to draw lines of various lengths.</li> <li>Independent practice to draw lines of given lengths.</li> <li>Draw basic shapes with straight lines and state the lengths of the lines.</li> </ul>                                                  | <a href="https://www.youtube.com/watch?v=_sEouQEMQbA">https://www.youtube.com/watch?v=_sEouQEMQbA</a><br><br><a href="https://www.youtube.com/watch?v=mCAoB7dkfHI">https://www.youtube.com/watch?v=mCAoB7dkfHI</a>                                                                                                              |
|       | Understand the relationship between units of measure. | Convert linear measure from one form to the other (millimetres, centimetres, metres, kilometres). <ul style="list-style-type: none"> <li>millimetres to centimetres and vice versa</li> </ul> | <ul style="list-style-type: none"> <li>Cooperative learning to explain the relationships between the sub-units of the metric system.</li> <li>Review of multiplication and division by 10, 100 and 1000.</li> <li>Display of student-created conversion charts.</li> <li>Direct instruction to demonstrate and explain how</li> </ul>   | <a href="https://www.youtube.com/watch?v=kOJFSHBn9U">https://www.youtube.com/watch?v=kOJFSHBn9U</a><br><br><a href="https://www.youtube.com/watch?v=Q-O1HeobVEs">https://www.youtube.com/watch?v=Q-O1HeobVEs</a><br><br><a href="https://www.youtube.com/watch?v=DNEai7aJyy4">https://www.youtube.com/watch?v=DNEai7aJyy4</a>   |

| TOPIC | GENERAL OUTCOMES                                                     | CONTENT SCOPE/SPECIFIC OBJECTIVES                                                                                                    | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                          | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                     |
|-------|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                                                                      | <ul style="list-style-type: none"> <li>centimetres to metres and vice versa</li> <li>metres to kilometres and vice versa.</li> </ul> | <p>linear measures are converted from one unit to another.</p> <ul style="list-style-type: none"> <li>Cooperative learning and independent practice using worksheets.</li> </ul>                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                         |
|       | Develop an understanding of the comparison of lengths.               | Compare and order lengths.                                                                                                           | <ul style="list-style-type: none"> <li>Cooperative learning to share ideas on the procedure used to compare and order lengths in ascending or descending order.</li> <li>Use questioning strategies to determine students' understanding.</li> <li>Direct instruction.</li> <li>Independent practice using worksheets.</li> </ul> | <a href="https://www.youtube.com/watch?v=jI_a2ySpi_4">https://www.youtube.com/watch?v=jI_a2ySpi_4</a><br><a href="https://www.youtube.com/watch?v=6I5P19LcG1s">https://www.youtube.com/watch?v=6I5P19LcG1s</a><br><a href="https://www.youtube.com/watch?v=mhpfVvNbiPE">https://www.youtube.com/watch?v=mhpfVvNbiPE</a> |
|       | Develop an understanding of approximation and estimation of lengths. | Approximate lengths to the nearest metre and centimetre.                                                                             | <ul style="list-style-type: none"> <li>Review of prior knowledge of rounding rules.</li> <li>Cooperative learning to approximate lengths.</li> <li>Independent practice using worksheets.</li> </ul>                                                                                                                              | <a href="https://www.youtube.com/watch?v=t1NbcEZ_Zq9U">https://www.youtube.com/watch?v=t1NbcEZ_Zq9U</a><br><a href="https://www.youtube.com/watch?v=IOgTCpuJJRg">https://www.youtube.com/watch?v=IOgTCpuJJRg</a>                                                                                                        |
|       |                                                                      | Estimate lengths in centimetres and metres and verify results and determine                                                          | <ul style="list-style-type: none"> <li>Collaborate in groups to estimate the lengths of objects and measure the lengths of the objects.</li> </ul>                                                                                                                                                                                | <a href="https://www.youtube.com/watch?v=d5awyeF10cs">https://www.youtube.com/watch?v=d5awyeF10cs</a><br><a href="https://www.youtube.com/watch?v=fcA12g92NyY">https://www.youtube.com/watch?v=fcA12g92NyY</a>                                                                                                          |

| TOPIC        | GENERAL OUTCOMES                                 | CONTENT SCOPE/SPECIFIC OBJECTIVES                            | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                 | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                     |
|--------------|--------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              |                                                  | reasonableness of estimates.                                 | <ul style="list-style-type: none"> <li>Group presentations on procedures used to estimate lengths.</li> <li>Discussion on the reasonableness of the estimates made.</li> <li>Engagement in self-monitoring practical activities related to the development of estimation skills.</li> </ul>                                                                                                                                                                              | <a href="https://www.mathworksheets4kids.com/length.php">https://www.mathworksheets4kids.com/length.php</a>                                                                                                                                                                                                             |
|              | Solve problems involving linear measure.         | Solve computational and real-life problems involving length. | <ul style="list-style-type: none"> <li>Cooperative learning to solve problems and share ideas.</li> <li>Group presentation of solutions and strategies used.</li> <li>Journal writing about problem solving activities.</li> <li>Use questioning strategies to elicit the process used to solve problems.</li> <li>Model by 'thinking aloud' the process.</li> <li>Guided instruction to solve problems.</li> <li>Use of worksheets for independent practice.</li> </ul> | <a href="https://www.youtube.com/watch?v=DNEai7aJyy4">https://www.youtube.com/watch?v=DNEai7aJyy4</a><br><a href="https://www.youtube.com/watch?v=Ei5mgFtUGns">https://www.youtube.com/watch?v=Ei5mgFtUGns</a><br><a href="https://www.youtube.com/watch?v=0x4hi513D6g">https://www.youtube.com/watch?v=0x4hi513D6g</a> |
| 2. Perimeter | Develop a conceptual understanding of perimeter. | Calculate the perimeter of plane shapes.                     | <ul style="list-style-type: none"> <li>Explore/investigate the concept of 'distance around' using the environment and manipulatives including cut-outs of shapes.</li> <li>Cooperative learning to measure the perimeter of</li> </ul>                                                                                                                                                                                                                                   | <a href="https://www.youtube.com/watch?v=AAY1bsazcgM">https://www.youtube.com/watch?v=AAY1bsazcgM</a><br><a href="https://www.youtube.com/watch?v=RILMSVYQuHc">https://www.youtube.com/watch?v=RILMSVYQuHc</a>                                                                                                          |

| TOPIC | GENERAL OUTCOMES                                         | CONTENT SCOPE/SPECIFIC OBJECTIVES                                 | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                      | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                    |
|-------|----------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                                                          |                                                                   | <p>regular and irregular shapes including shapes created on geoboards and drawn on grid paper.</p> <ul style="list-style-type: none"> <li>Independent practice to calculate the perimeter of shapes.</li> </ul>                                                                                                                                                                               | <a href="https://www.youtube.com/watch?v=zYronumSj6Q">https://www.youtube.com/watch?v=zYronumSj6Q</a>                                                                                                                                                                                                  |
|       |                                                          | Draw plane shapes given the perimeter.                            | <ul style="list-style-type: none"> <li>Cooperative learning to create shapes on geoboards and draw shapes on paper (including grid paper) given the perimeter.</li> <li>Use questioning strategies to elicit the process used to draw plane shapes of a given perimeter.</li> <li>Group presentations and display of shapes drawn.</li> <li>Independent practice using worksheets.</li> </ul> | <a href="https://www.youtube.com/watch?v=gokSmirQ3bg">https://www.youtube.com/watch?v=gokSmirQ3bg</a><br><br><a href="https://classroom.thenational.academy/lessons/draw-shapes-of-a-given-perimeter-6dh6cd">https://classroom.thenational.academy/lessons/draw-shapes-of-a-given-perimeter-6dh6cd</a> |
|       | Develop and apply formulae for measurement of perimeter. | Calculate the perimeter of squares and rectangles using formulae. | <ul style="list-style-type: none"> <li>Cooperative learning guided discovery activities to discover the formulae for calculating perimeter of squares and rectangles.</li> <li>Use guided questions to elicit how the rules were determined.</li> <li>Cooperative learning and independent practice to apply the rules in calculating perimeter of shapes.</li> </ul>                         | <a href="https://www.youtube.com/watch?v=K_aR9B4tKFk">https://www.youtube.com/watch?v=K_aR9B4tKFk</a>                                                                                                                                                                                                  |

| TOPIC | GENERAL OUTCOMES                                                               | CONTENT SCOPE/SPECIFIC OBJECTIVES                         | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | RESOURCES/MATERIALS                                                                                                                                                                                                  |
|-------|--------------------------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       | Solve problems involving perimeter.                                            | Solve problems in real-life contexts involving perimeter. | <ul style="list-style-type: none"> <li>• Use Polya's problem solving strategy/process to solve problems.</li> <li>• Problem solving activities using Virtual Learning Environments/Learning Management Systems.</li> <li>• Cooperative learning to solve problems and share ideas.</li> <li>• Use questioning strategies to elicit the process used to solve problems.</li> <li>• Model by 'thinking aloud' the process.</li> <li>• Guided instruction to solve problems.</li> <li>• Use of worksheets for independent practice.</li> <li>• Engage students in creating and posing problems for the class to solve.</li> </ul> | <a href="https://www.youtube.com/watch?v=uuLCfn_00Hs">https://www.youtube.com/watch?v=uuLCfn_00Hs</a><br><br><a href="https://www.youtube.com/watch?v=KcgbDnI_QkJY">https://www.youtube.com/watch?v=KcgbDnI_QkJY</a> |
| Area  | Understand that area can be quantified using standard units ( $m^2$ , $cm^2$ ) | Calculate the area of shapes by counting squares.         | <ul style="list-style-type: none"> <li>• Review/check for prior knowledge.</li> <li>• Explore/investigate the concept of area using surfaces in the environment and manipulatives including cut-outs of shapes, grid paper and geoboards.</li> <li>• Cooperative learning to engage in practical activities</li> </ul>                                                                                                                                                                                                                                                                                                         | <a href="https://www.youtube.com/watch?v=E3xWiVYba3A">https://www.youtube.com/watch?v=E3xWiVYba3A</a><br><br><a href="https://www.youtube.com/watch?v=_uKKl8R1xBM">https://www.youtube.com/watch?v=_uKKl8R1xBM</a>   |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/SPECIFIC OBJECTIVES                                                           | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | RESOURCES/MATERIALS                                                                                                                                                                                                |
|-------|------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                  |                                                                                             | <p>using the standard units and covering surfaces with cut-outs of the standard units and recording the measure of the area of the surfaces.</p> <ul style="list-style-type: none"> <li>• Discussion about the different units used to measure area.</li> <li>• Explain the suitability of the unit as it relates to the area to be measured.</li> <li>• Direct instruction and demonstration on the appropriate use of the units of measure (e.g., placing the cut-outs of same sized units end-to-end without leaving gaps and without overlapping).</li> </ul> |                                                                                                                                                                                                                    |
|       |                  | Calculate the area of shapes drawn on a grid with unit squares (including compound shapes). | <ul style="list-style-type: none"> <li>• Cooperative learning to calculate the area of shapes including shapes created on geoboards and drawn on grid paper.</li> <li>• Independent practice to calculate the area of shapes.</li> </ul>                                                                                                                                                                                                                                                                                                                          | <a href="https://www.youtube.com/watch?v=oL9iF9Se6lc">https://www.youtube.com/watch?v=oL9iF9Se6lc</a><br><br><a href="https://www.youtube.com/watch?v=rc0t4ZiPqJA">https://www.youtube.com/watch?v=rc0t4ZiPqJA</a> |
|       |                  | Draw different shapes of a given area on grids.                                             | <ul style="list-style-type: none"> <li>• Cooperative learning to create shapes on geoboards and draw shapes on grid paper given the area.</li> <li>• Use questioning strategies to elicit the process used to</li> </ul>                                                                                                                                                                                                                                                                                                                                          | <a href="https://www.youtube.com/watch?v=UbRVeYYJM9M">www.youtube.com/watch?v=UbRVeYYJM9M</a>                                                                                                                      |

| TOPIC | GENERAL OUTCOMES                                    | CONTENT SCOPE/SPECIFIC OBJECTIVES                                                                                            | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                    | RESOURCES/MATERIALS                                                                                                                                                                                                |
|-------|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                                                     |                                                                                                                              | draw plane shapes of a given area. <ul style="list-style-type: none"> <li>Group presentations and display of shapes drawn.</li> <li>Independent practice using worksheets.</li> </ul>                                                                                                                                                                       |                                                                                                                                                                                                                    |
|       | Develop and apply formulae for measurement of area. | Calculate the area of squares and rectangles using formulae.                                                                 | <ul style="list-style-type: none"> <li>Cooperative learning guided discovery activities to discover the formulae for calculating area of squares and rectangles.</li> <li>Use guided questions to elicit how the rules were determined.</li> <li>Cooperative learning and independent practice to apply the rules in calculating area of shapes.</li> </ul> | <a href="https://www.youtube.com/watch?v=E3xWiVYba3A">https://www.youtube.com/watch?v=E3xWiVYba3A</a><br><br><a href="https://www.youtube.com/watch?v=_uKKl8R1xBM">https://www.youtube.com/watch?v=_uKKl8R1xBM</a> |
|       |                                                     | Calculate the area of compound shapes.                                                                                       | <ul style="list-style-type: none"> <li>Cooperative learning and independent practice to calculate the area of compound shapes by dissecting them into squares and rectangles.</li> <li>Use questioning strategies to elicit the process used to calculate the area.</li> </ul>                                                                              | <a href="https://www.youtube.com/watch?v=z4Lat1uOQI4">https://www.youtube.com/watch?v=z4Lat1uOQI4</a><br><br><a href="http://www.youtube.com/watch?v=A3UCsiJkyDg">www.youtube.com/watch?v=A3UCsiJkyDg</a>          |
|       | Solve problems involving area.                      | Solve problems in real-life contexts involving area.<br>Include: <ul style="list-style-type: none"> <li>carpeting</li> </ul> | <ul style="list-style-type: none"> <li>Activate prior knowledge of area of plane shapes.</li> <li>Engage students in cooperative learning activities related to area and</li> </ul>                                                                                                                                                                         | <a href="https://www.youtube.com/watch?v=1VbihcPlFQg">https://www.youtube.com/watch?v=1VbihcPlFQg</a>                                                                                                              |

| TOPIC                      | GENERAL OUTCOMES                                                            | CONTENT SCOPE/SPECIFIC OBJECTIVES                                                                                                               | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                   | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            |                                                                             | <ul style="list-style-type: none"> <li>• brick laying</li> <li>• tiling</li> <li>• gardens e.g., size of garden, plots, garden paths</li> </ul> | involving the use of tangrams. <ul style="list-style-type: none"> <li>• Cooperative learning to share problem solving strategies.</li> <li>• Use Polya's Problem Solving Strategy.</li> <li>• Problem solving activities using Virtual Learning Environments/Learning Management Systems.</li> <li>• Use worksheets or textbooks with problems.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Capacity and Volume</b> | Understand that capacity and volume can be quantified using standard units. | Measure and record the capacity of containers using standard units (litre and millilitre).                                                      | <ul style="list-style-type: none"> <li>• Hands-on activities related to the measuring of the capacity of containers and recording the measure.</li> <li>• Display of containers (such as boxes and measuring cups) of various capacity.</li> </ul>                                                                                                         | <a href="http://www.youtube.com/watch?v=_ouNQyDASk">www.youtube.com/watch?v=_ouNQyDASk</a><br><a href="http://www.youtube.com/watch?v=hFO1I0dgmU">www.youtube.com/watch?v=hFO1I0dgmU</a>                                                                                                                                                                                                     |
|                            |                                                                             | Measure and record the volume of boxes and constructed models using 1 cm cubic blocks and 1 m cubic blocks.                                     | <ul style="list-style-type: none"> <li>• Hands-on activities related to the measuring of the volume of boxes by filling with cubic blocks (of various sizes initially) and recording the measure.</li> <li>• Explain the need for standard units of measure and engage students in activities using the standard units to measure volume.</li> </ul>       | <a href="http://www.youtube.com/watch?v=RxkRIIAucMk">www.youtube.com/watch?v=RxkRIIAucMk</a><br><a href="http://www.youtube.com/watch?v=_BbLH8R1mHo">www.youtube.com/watch?v=_BbLH8R1mHo</a><br><a href="http://www.youtube.com/watch?v=RmXVY8V6gE8">www.youtube.com/watch?v=RmXVY8V6gE8</a><br><a href="http://www.youtube.com/watch?v=-8LbKdRPyV4">www.youtube.com/watch?v=-8LbKdRPyV4</a> |

| TOPIC | GENERAL OUTCOMES                                      | CONTENT SCOPE/SPECIFIC OBJECTIVES                                 | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                         | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                    |
|-------|-------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                                                       |                                                                   | <ul style="list-style-type: none"> <li>Cooperative learning to construct models using cubic blocks and recording the volume of the model.</li> <li>Construct different models or solids using the same number of cubic blocks and verify that the volume remains the same by counting and explaining that solids with different appearances may have the same volume.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                        |
|       | Understand the relationship between units of measure. | Convert litres to millilitres and vice versa.                     | <ul style="list-style-type: none"> <li>Explain the relationship between the litre and millilitre.</li> <li>Guided or direct instruction to demonstrate and explain how measures are converted from one unit to another.</li> <li>Cooperative learning and independent practice using worksheets.</li> </ul>                                                                      | <a href="https://www.youtube.com/watch?v=djTNU4XIRo">https://www.youtube.com/watch?v=djTNU4XIRo</a><br><br><a href="http://www.youtube.com/watch?v=b3rcIj-geuY">www.youtube.com/watch?v=b3rcIj-geuY</a><br><br><a href="http://www.youtube.com/watch?v=ToGNq7Tf3GY">www.youtube.com/watch?v=ToGNq7Tf3GY</a>                                                                                            |
|       | Understand that capacity and volume are related.      | State the relationship between the units for volume and capacity. | <ul style="list-style-type: none"> <li>Investigate the relationship between capacity and volume through filling plastic containers with cubic centimetre blocks and liquid and comparing the results, or via displacement of liquid in a measuring cup by a cubic centimetre block.</li> </ul>                                                                                   | <a href="http://www.youtube.com/watch?v=GKCE8ohIBqE">www.youtube.com/watch?v=GKCE8ohIBqE</a><br><br><a href="http://www.youtube.com/watch?v=dtCM56EBBo">www.youtube.com/watch?v=dtCM56EBBo</a><br><br><a href="http://www.youtube.com/watch?v=tvHvurOHVdY">www.youtube.com/watch?v=tvHvurOHVdY</a><br><br><a href="http://www.youtube.com/watch?v=028tWJGCSdM">www.youtube.com/watch?v=028tWJGCSdM</a> |

| TOPIC | GENERAL OUTCOMES                                     | CONTENT SCOPE/SPECIFIC OBJECTIVES                            | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                  | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                |
|-------|------------------------------------------------------|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                                                      |                                                              | <ul style="list-style-type: none"> <li>Explain that there is a corresponding relationship between the units that are used to measure capacity and units that are used to measure volume. (<math>1 \text{ ml} = 1 \text{ cm}^3</math> and <math>1000 \text{ ml} = 1000 \text{ cm}^3 = 1 \text{ L}</math>).</li> </ul>                                      |                                                                                                                                                                                                                                                                                                                                                                                                    |
|       | Develop and apply formula for measurement of volume. | Calculate the volume of cubes and cuboids using the formula. | <ul style="list-style-type: none"> <li>Cooperative learning guided discovery activities to discover the formula for calculating volume of cubes and cuboids.</li> <li>Use guided questions to elicit how the rules were determined.</li> <li>Cooperative learning and independent practice to apply the rules in calculating volume of solids.</li> </ul> | <a href="http://www.youtube.com/watch?v=MLgrbWEdCCk">www.youtube.com/watch?v=MLgrbWEdCCk</a><br><a href="http://www.youtube.com/watch?v=J3MyJmgypUc">www.youtube.com/watch?v=J3MyJmgypUc</a><br><a href="https://youtu.be/x8zQNnTwmlY">https://youtu.be/x8zQNnTwmlY</a><br><a href="https://www.mathworksheets4kids.com/volume-cubes.php">https://www.mathworksheets4kids.com/volume-cubes.php</a> |
|       | Solve problems involving capacity and volume.        | Solve real-life problems involving capacity and volume.      | <ul style="list-style-type: none"> <li>Use of Polya's Problem Solving Strategy.</li> <li>Cooperative learning to solve problems and share ideas.</li> <li>Use questioning strategies to elicit the process used to solve problems.</li> <li>Model by 'thinking aloud' the process.</li> <li>Guided instruction to solve problems.</li> </ul>              | <a href="http://www.youtube.com/watch?v=tBBNbExCWY4">www.youtube.com/watch?v=tBBNbExCWY4</a><br><a href="http://www.youtube.com/watch?v=_m1MJA_7AXs">www.youtube.com/watch?v=_m1MJA_7AXs</a><br><a href="http://www.youtube.com/watch?v=RP5LsnG-bYM">www.youtube.com/watch?v=RP5LsnG-bYM</a>                                                                                                       |

| TOPIC                  | GENERAL OUTCOMES                                                            | CONTENT SCOPE/SPECIFIC OBJECTIVES                               | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                        |
|------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        |                                                                             |                                                                 | <ul style="list-style-type: none"> <li>Use of worksheets for independent practice.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Mass and Weight</b> | Understand that mass/weight can be quantified using standard units (kg, g). | Measure and record mass/weight of objects using standard units. | <ul style="list-style-type: none"> <li>Hands-on activities related to the measuring of mass/weight of objects using various measuring instruments (such as equal arm balances and scales) and recording the measure.</li> <li>Explain the suitability of the unit as it relates to the mass/weight to be measured.</li> <li>Discussion about the different instruments used to measure mass/weight.</li> <li>Demonstrate the different ways that measurements can be recorded (e.g., 3 kg and 100 g, or <math>3\frac{1}{10}</math> kg or 3.1 kg).</li> <li>Use of worksheets to record the mass/weight of objects shown on various measuring instruments.</li> </ul> | <a href="http://www.youtube.com/watch?v=A0DdQe66_aY">www.youtube.com/watch?v=A0DdQe66_aY</a><br><a href="http://www.youtube.com/watch?v=mGMtyuVJ5to">www.youtube.com/watch?v=mGMtyuVJ5to</a><br><a href="http://www.youtube.com/watch?v=rEb_P8ZGxd4">www.youtube.com/watch?v=rEb_P8ZGxd4</a><br><a href="http://www.teachingmeasures.co.uk">www.teachingmeasures.co.uk</a> |
|                        | Understand the relationship between units of measure.                       | Convert kilograms to grams and vice versa.                      | <ul style="list-style-type: none"> <li>Cooperative learning to explain the relationship between the kilogram and the gram.</li> <li>Direct instruction to demonstrate and explain how measures are converted from one unit to another.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                    | <a href="https://www.youtube.com/watch?v=z-iSpbO3eU0">https://www.youtube.com/watch?v=z-iSpbO3eU0</a><br><a href="https://www.youtube.com/watch?v=djTNU4XIRo">https://www.youtube.com/watch?v=djTNU4XIRo</a><br><a href="http://www.youtube.com/watch?v=mGMtyuVJ5to">www.youtube.com/watch?v=mGMtyuVJ5to</a>                                                               |

| TOPIC       | GENERAL OUTCOMES                                           | CONTENT SCOPE/SPECIFIC OBJECTIVES                                         | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                          | RESOURCES/MATERIALS                                                                                                                                                                                                      |
|-------------|------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             |                                                            |                                                                           | <ul style="list-style-type: none"> <li>Cooperative learning and independent practice using worksheets.</li> </ul>                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                          |
|             | Develop an understanding of the comparison of mass/weight. | Compare and order mass/weight.                                            | <ul style="list-style-type: none"> <li>Cooperative learning to share ideas on the procedure used to compare and order mass/weight in ascending or descending order.</li> <li>Use questioning strategies to determine students' understanding.</li> <li>Direct instruction.</li> <li>Independent practice using worksheets.</li> </ul>                                                             | <a href="http://nrich.maths.org/public/">http://nrich.maths.org/public/</a><br><a href="http://www.youtube.com/watch?v=ivAD44nh0D0">www.youtube.com/watch?v=ivAD44nh0D0</a>                                              |
|             | Solve problems involving mass/weight.                      | Solve computational and real-life problems involving grams and kilograms. | <ul style="list-style-type: none"> <li>Use of Polya's Problem Solving Strategy.</li> <li>Cooperative learning to solve problems and share ideas.</li> <li>Use questioning strategies to elicit the process used to solve problems.</li> <li>Model by 'thinking aloud' the process.</li> <li>Guided instruction to solve problems.</li> <li>Use of worksheets for independent practice.</li> </ul> | <a href="https://www.youtube.com/watch?v=xK6j5BnVIdo">https://www.youtube.com/watch?v=xK6j5BnVIdo</a><br><a href="http://nrich.maths.org/public/">http://nrich.maths.org/public/</a>                                     |
| <b>Time</b> | Understand that time can be quantified.                    | Write the time shown on digital and analog clocks (including the          | <ul style="list-style-type: none"> <li>Review of previous knowledge including the features of analog and digital clocks and using terms such</li> </ul>                                                                                                                                                                                                                                           | <a href="http://www.mathisfun.com/time-clocks-analog-digital.html">www.mathisfun.com/time-clocks-analog-digital.html</a><br><a href="http://www.youtube.com/watch?v=fRkqE6wV0uk">www.youtube.com/watch?v=fRkqE6wV0uk</a> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/SPECIFIC OBJECTIVES                                                                         | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                        | RESOURCES/MATERIALS                                                                                                                                                                                                                                                |
|-------|------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                  | 24-hour clock) to the minute.                                                                             | <p>as “minutes to”, “minutes after or past”, “quarter to”, “half past”, “o’clock”, “a.m.” and “p.m.”</p> <ul style="list-style-type: none"> <li>• Guided practice in the telling of time using various clocks and the recording of time.</li> <li>• Use of worksheets for independent practice.</li> </ul>      |                                                                                                                                                                                                                                                                    |
|       |                  | Match times displayed on standard digital clocks, 24-hour digital clocks and analog clocks to the minute. | <ul style="list-style-type: none"> <li>• Cooperative learning in the telling of time and representing it using different clocks.</li> <li>• Guided practice to show the same time using the three different clocks.</li> <li>• Use of worksheets for independent practice.</li> </ul>                           | <a href="http://www.maths-games.org">www.maths-games.org</a><br><a href="http://www.maths-games.org/timegames.html">http://www.maths-games.org/timegames.html</a><br>(See ‘Stop the Clock’ for 24 hour activity)                                                   |
|       |                  | Measure and record the duration of events using clocks.                                                   | <ul style="list-style-type: none"> <li>• Hands-on activities related to measuring the duration of events, practically.</li> <li>• Cooperative learning.</li> </ul>                                                                                                                                              | <a href="http://www.maths-games.org">www.maths-games.org</a><br><a href="http://www.teachingideas.co.uk/subjects/maths">www.teachingideas.co.uk/subjects/maths</a>                                                                                                 |
|       |                  | Show the time after given time intervals on analog and digital clocks.                                    | <ul style="list-style-type: none"> <li>• Engagement in activities where the start time or end time of an activity is stated together with the time taken to do the activity and the end time or start time has to be displayed on a clock.</li> <li>• Cooperative learning and independent practice.</li> </ul> | <a href="http://www.maths-games.org">www.maths-games.org</a><br><a href="http://www.teachingideas.co.uk/subjects/maths">www.teachingideas.co.uk/subjects/maths</a><br><a href="http://www.youtube.com/watch?v=ttSQQdeDjeM">www.youtube.com/watch?v=ttSQQdeDjeM</a> |

| TOPIC | GENERAL OUTCOMES                                                      | CONTENT SCOPE/SPECIFIC OBJECTIVES                                                                                                  | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                         | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                                                                       | Calculate the duration of events using starting and finishing times (elapsed time).                                                | <ul style="list-style-type: none"> <li>Cooperative learning to determine duration of events.</li> <li>Discussion to share strategies used to determine the elapsed time.</li> <li>Independent practice to record measurements using various formats, e.g., 3 hr and 30 min, <math>3\frac{1}{2}</math> hrs or 3.5 hrs.</li> </ul> | <a href="https://www.youtube.com/watch?v=zjz_rcia79Y">https://www.youtube.com/watch?v=zjz_rcia79Y</a><br><a href="http://www.youtube.com/watch?v=ML6r7BEZo7M">www.youtube.com/watch?v=ML6r7BEZo7M</a><br><a href="http://www.youtube.com/watch?v=sFERcs2oEVk">www.youtube.com/watch?v=sFERcs2oEVk</a><br><a href="http://www.youtube.com/watch?v=e1l56frbqZE">www.youtube.com/watch?v=e1l56frbqZE</a><br><a href="http://www.youtube.com/watch?v=oIbpR_RFDWs">www.youtube.com/watch?v=oIbpR_RFDWs</a> |
|       | Understand the relationship between units of measure.                 | Convert from one unit to another (seconds/minutes, minutes/hours, hours/days, days/weeks, days/month, weeks/months, months/yards). | <ul style="list-style-type: none"> <li>Cooperative learning to explain the relationship between the units of measure.</li> <li>Direct instruction to demonstrate and explain how measures are converted from one unit to another.</li> <li>Cooperative learning and independent practice using worksheets.</li> </ul>            | <a href="https://www.youtube.com/watch?v=zjz_rcia79Y">https://www.youtube.com/watch?v=zjz_rcia79Y</a><br><a href="https://www.youtube.com/watch?v=QU-XUmujbuM">https://www.youtube.com/watch?v=QU-XUmujbuM</a><br><a href="https://www.youtube.com/watch?v=gGo6t6Z0rCg">https://www.youtube.com/watch?v=gGo6t6Z0rCg</a>                                                                                                                                                                               |
|       | Develop an understanding of the comparison of the duration of events. | Compare and order activities/events according to time taken.                                                                       | <ul style="list-style-type: none"> <li>Cooperative learning to share ideas on the procedure used to compare and order activities according to time taken, in ascending or descending order.</li> <li>Use questioning strategies to determine students' understanding.</li> <li>Direct instruction.</li> </ul>                    | <a href="https://www.youtube.com/watch?v=SdpSgBj4Fog">https://www.youtube.com/watch?v=SdpSgBj4Fog</a><br><a href="http://www.primaryresources.co.uk/maths">http://www.primaryresources.co.uk/maths</a><br><a href="http://www.youtube.com/watch?v=HHYcqJQrp-4">www.youtube.com/watch?v=HHYcqJQrp-4</a>                                                                                                                                                                                                |

| TOPIC | GENERAL OUTCOMES                                | CONTENT SCOPE/SPECIFIC OBJECTIVES                                                     | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                   | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                  |
|-------|-------------------------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                                                 |                                                                                       | <ul style="list-style-type: none"> <li>Independent practice using worksheets.</li> </ul>                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                      |
|       | Demonstrate an understanding of time schedules. | Sequence activities or events according to time of occurrence.                        | <ul style="list-style-type: none"> <li>Cooperative learning to share ideas on the procedure used to sequence activities according to time of occurrence.</li> <li>Use questioning strategies to determine students' understanding.</li> <li>Direct instruction.</li> <li>Independent practice using worksheets.</li> </ul> | <a href="https://ucmp.berkeley.edu/fosrec/ScotchmoorTime.html">https://ucmp.berkeley.edu/fosrec/ScotchmoorTime.html</a><br><br><a href="https://www.twinkl.com/search?q=sequence+of+events+worksheet&amp;c=214&amp;r=parent">https://www.twinkl.com/search?q=sequence+of+events+worksheet&amp;c=214&amp;r=parent</a> |
|       |                                                 | Interpret simple time schedules (e.g., the calendar).                                 | <ul style="list-style-type: none"> <li>Use questioning strategies to determine students' understanding.</li> <li>Cooperative learning involving students formulating and answering questions on time schedules.</li> <li>Independent practice in the interpretation of time schedules in worksheets.</li> </ul>            | <a href="https://www.youtube.com/watch?v=SZv_a0fjDfE">https://www.youtube.com/watch?v=SZv_a0fjDfE</a><br><br><a href="http://www.youtube.com/watch?v=wS4wwaDrCic">www.youtube.com/watch?v=wS4wwaDrCic</a>                                                                                                            |
|       | Solve problems involving time.                  | Solve computational and real-life problems involving time and other related concepts. | <ul style="list-style-type: none"> <li>Use of Polya's Problem Solving Strategy.</li> <li>Cooperative learning to solve problems and share ideas.</li> <li>Use questioning strategies to elicit the process used to solve problems.</li> </ul>                                                                              | <a href="http://nrich.maths.org/public/">http://nrich.maths.org/public/</a><br><br><a href="http://www.youtube.com/watch?v=2-grQFqvHN0">www.youtube.com/watch?v=2-grQFqvHN0</a><br><br><a href="http://www.youtube.com/watch?v=02w1yI9y8dY">www.youtube.com/watch?v=02w1yI9y8dY</a>                                  |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/SPECIFIC OBJECTIVES | INSTRUCTIONAL STRATEGIES                                                                                                                                                                           | RESOURCES/MATERIALS |
|-------|------------------|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
|       |                  |                                   | <ul style="list-style-type: none"> <li>• Model by ‘thinking aloud’ the process.</li> <li>• Guided instruction to solve problems.</li> <li>• Use of worksheets for independent practice.</li> </ul> |                     |

## STATISTICS

| TOPIC                                                                           | GENERAL OUTCOMES                                                                                                                                   | CONTENT SCOPE/SPECIFIC OBJECTIVES                                                                                                   | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                   | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Tally Charts, Frequency Tables, Pictographs, Block Graphs and Bar Graphs</b> | Demonstrate the ability to collect, classify, organise and represent data using Tally Charts/Frequency Tables/Pictographs/Block Graphs/Bar Graphs. | Tally ungrouped discrete data into a frequency table.                                                                               | <ul style="list-style-type: none"> <li>Cooperative learning to collect and classify data based on the investigation of a problem, question or real-life situation using surveys, questionnaires, experiments and other sources.</li> <li>Use worksheets to tally data into frequency tables.</li> <li>Reteach as necessary using resources such as objects, pictures, grid paper and geoboards.</li> </ul>                                                                 | <a href="https://www.youtube.com/watch?v=_xXJSDxRZP4">https://www.youtube.com/watch?v=_xXJSDxRZP4</a><br><br><a href="https://www.youtube.com/watch?v=mukk8Zaettg">https://www.youtube.com/watch?v=mukk8Zaettg</a><br><br><a href="https://www.youtube.com/watch?v=R6m8OQAQzPk">https://www.youtube.com/watch?v=R6m8OQAQzPk</a> |
|                                                                                 |                                                                                                                                                    | Represent data using tally charts, frequency tables and graphs (pictographs, block graphs, bar graphs) using various scale factors. | <ul style="list-style-type: none"> <li>Activate prior knowledge about the features/characteristics of charts, tables and graphs, and scale factors.</li> <li>Guided instruction to create representations.</li> <li>Discussion to elicit justification for scale factors used.</li> <li>Independent practice to construct representations.</li> <li>Use technology tools to create data displays.</li> <li>Engage students in self-assessment (self-monitoring)</li> </ul> | <a href="https://www.youtube.com/watch?v=fNpvOwM6K5c">https://www.youtube.com/watch?v=fNpvOwM6K5c</a><br><br><a href="https://www.youtube.com/watch?v=4sMtOfNa5H8">https://www.youtube.com/watch?v=4sMtOfNa5H8</a>                                                                                                              |

| TOPIC                        | GENERAL OUTCOMES                                       | CONTENT SCOPE/SPECIFIC OBJECTIVES                                                                                                               | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                        |
|------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                              |                                                        |                                                                                                                                                 | activities using a customised math error self-correction checklist.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                            |
|                              | Draw conclusions or make decisions from data displays. | Interpret the data displayed in charts, tables and graphs (including tally charts, frequency tables, pictographs, block graphs and bar graphs). | <ul style="list-style-type: none"> <li>• Use questioning strategies to determine students' understanding.</li> <li>• Cooperative learning involving students formulating and answering questions on data displays.</li> <li>• Collaborate in groups to collect samples of statistical representations or data displays on real-world phenomena and analyse the data so as to make decisions about the real-life situation or problem.</li> <li>• Group presentations to justify decisions made.</li> <li>• Independent practice in the interpretation of data displays in worksheets.</li> </ul> | <a href="https://www.youtube.com/watch?v=IjcLW7Y7Ndk">https://www.youtube.com/watch?v=IjcLW7Y7Ndk</a><br><br><a href="https://www.youtube.com/watch?v=41Nz3-W0UoY">https://www.youtube.com/watch?v=41Nz3-W0UoY</a>                                                                                                         |
| <b>Mean, median and mode</b> | Determine measures of central tendency.                | Calculate the mode of a given set of data.                                                                                                      | <ul style="list-style-type: none"> <li>• Review/check for prior knowledge about mode.</li> <li>• Reteach as necessary.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <a href="https://www.youtube.com/watch?v=khP3ge7a2Yk">https://www.youtube.com/watch?v=khP3ge7a2Yk</a><br><br><a href="https://virtualnerd.com/middle-math/probability-statistics/mean-median-mode-range/mode-data-set">https://virtualnerd.com/middle-math/probability-statistics/mean-median-mode-range/mode-data-set</a> |

| TOPIC | GENERAL OUTCOMES | CONTENT SCOPE/SPECIFIC OBJECTIVES                              | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                              | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                                                                                                                                         |
|-------|------------------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                  | Find the mode for data taken from frequency tables and graphs. | <ul style="list-style-type: none"> <li>Guided instruction and independent practice.</li> </ul>                                                                                                                                                                                                                                                                                                                        | <a href="https://thirdspacelearning.com/gcse-maths/statistics/mode-from-a-frequency-table/">https://thirdspacelearning.com/gcse-maths/statistics/mode-from-a-frequency-table/</a><br><br><a href="https://www.youtube.com/watch?v=57XQTdrCinM">https://www.youtube.com/watch?v=57XQTdrCinM</a><br><br><a href="https://www.youtube.com/watch?v=4LPSqrn26Ec">https://www.youtube.com/watch?v=4LPSqrn26Ec</a> |
|       |                  | Calculate the mean of a given set of data.                     | <ul style="list-style-type: none"> <li>Explore the concept of mean using various activities related to equal sharing or distribution.</li> <li>Journal writing to explain the concept of mean.</li> <li>Guided instruction to determine the rule for calculating the mean.</li> <li>Use of worksheets for independent practice.</li> <li>Use of technology tools e.g., spreadsheets, for checking answers.</li> </ul> | <a href="https://www.youtube.com/watch?v=UYGdcmr_oIE">https://www.youtube.com/watch?v=UYGdcmr_oIE</a><br><br><a href="https://blog.prepscholar.com/how-to-find-the-mean">https://blog.prepscholar.com/how-to-find-the-mean</a><br><br><a href="https://www.youtube.com/watch?v=0io9U8Jcjeo">https://www.youtube.com/watch?v=0io9U8Jcjeo</a>                                                                 |
|       |                  | Calculate the median of a given set of data.                   | <ul style="list-style-type: none"> <li>Guided instruction using frequency distributions to calculate the median.</li> </ul>                                                                                                                                                                                                                                                                                           | <a href="https://www.indeed.com/career-advice/career-development/how-to-find-the-median">https://www.indeed.com/career-advice/career-development/how-to-find-the-median</a><br><br><a href="https://www.youtube.com/watch?v=4kS8J4q8pC8">https://www.youtube.com/watch?v=4kS8J4q8pC8</a>                                                                                                                    |

| TOPIC | GENERAL OUTCOMES                                       | CONTENT SCOPE/SPECIFIC OBJECTIVES               | INSTRUCTIONAL STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | RESOURCES/MATERIALS                                                                                                                                                                                                                                                                       |
|-------|--------------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       | Solve problems involving measures of central tendency. | Solve problems involving mode, median and mean. | <ul style="list-style-type: none"> <li>• Use questioning strategies to elicit the process used to solve problems.</li> <li>• Use Polya's problem solving strategy/process to solve problems.</li> <li>• Model by 'thinking aloud' the process.</li> <li>• Discussion to justify process used to solve problems.</li> <li>• Cooperative learning using problem solving worksheets.</li> <li>• Engage students in creating and posing problems for the class to solve.</li> <li>• Use worksheets for independent practice.</li> </ul> | <a href="https://youtu.be/k3aKKasOmIw">https://youtu.be/k3aKKasOmIw</a><br><a href="https://www.youtube.com/watch?v=B1HEzNTGeZ4">https://www.youtube.com/watch?v=B1HEzNTGeZ4</a><br><a href="https://www.youtube.com/watch?v=A8_H6hvBmA4">https://www.youtube.com/watch?v=A8_H6hvBmA4</a> |