

## Introduction

The National Curriculum is one of the key activities prioritised in the *Commonwealth of Dominica Education Development Plan 2000-2005 & Beyond* for a “re-engineered” education system (EDP 2003:3) that addresses the twin agenda of expansion and high quality education for all. The National Curriculum is an outcomes-based curriculum that aims to raise achievement levels by meeting the students’ different needs, abilities and maturities.

Inherent in the National Curriculum provision are key policy shifts. First, to universalise access to education for all (EDP p.15) ensures educational opportunities for all children aged 5-16 years. To this end the National Curriculum is outcomes based: an inter-related spiral of learning outcomes designed to meet the developmental levels of all students, including those with special needs, as they pass from grade to grade. The learning outcomes are progressive and balanced not only to promote the cognitive development of every child but also their affective and psycho-motor development. The National Curriculum maintains that every child has the ability to achieve when provided with an appropriate plan, a supportive environment and the basic tools.

A learning outcomes curriculum requires a shift away from teacher-centred methodologies towards a student-centred approach. The focus is on all students achieving learning outcomes and in the process acquiring strategies of how to learn to work cooperatively and to take some responsibility for their own learning.

## Programmes of Study

The National Curriculum establishes of seven core subject areas at the primary level:

- Language Arts
- Mathematics
- Science
- Social Science
- Health and Family Life Education
- Visual and Performing Arts
- Physical Education and Sports

For each subject there is a *programme of study* that outlines the subject matter, skills and processes, which are required to be taught to students of different maturities and abilities during each key stage. The programmes of study have been developed for the four key stages:

KEY STAGE	STUDENT AGES	APPROX GRADE/FORM
Key Stage 1	5yrs – 7/8yrs	K – Grade 2
Key Stage 2	8yrs – 10/11yrs	Grades 3 – 6
Key Stage 3	11yrs – 12/13yrs	Forms 1 - 3
Key Stage 4	13/14yrs – 16yrs	Forms 4 & 5

Subject areas are divided into subject *strands* that are the key elements of a subject. The strands for the seven core subject are shown below:

<b>Language Arts</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Science</b>	<b>HFLE</b>	<b>VPA</b>	<b>PE &amp; Sports</b>
<ul style="list-style-type: none"> <li>• Listening &amp; Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Number</li> <li>• Geometry</li> <li>• Measurement</li> <li>• Statistics &amp; Data handling</li> <li>• Patterns, functions &amp; algebra</li> </ul>	<ul style="list-style-type: none"> <li>• Life science</li> <li>• Earth &amp; space science</li> <li>• Physical science</li> <li>• Agriculture</li> </ul>	<ul style="list-style-type: none"> <li>• Civic ideals &amp; practices</li> <li>• Location, people &amp; places</li> <li>• Resources</li> <li>• Social issues &amp; change</li> </ul>	<ul style="list-style-type: none"> <li>• Social, emotional &amp; spiritual well being</li> <li>• Eating &amp; fitness</li> <li>• Sexuality &amp; sexual health</li> <li>• Managing the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Art &amp; craft</li> <li>• Music</li> <li>• Drama &amp; dance</li> </ul>	<ul style="list-style-type: none"> <li>• Physical education</li> <li>• Sports</li> </ul>

The programme of studies articulates the *attainment targets* or the learning outcomes which include the knowledge, skills and understanding which students of different abilities and maturities are expected to demonstrate at the end of Key Stage 4. The programmes of study include more specifically the *learning outcomes* or the basic levels that a student should achieve at the end of each grade level and key stage. They also indicate the *success criteria* for each learning outcome. The success criteria answer the question “How do we know when the learner has achieved an outcome?” They describe what the learner must know, be able to do or attitudes they must display to indicate that they have attained the learning outcome. The success criteria therefore act as stepping stones to achieve the learning outcomes and as such they are integral to the assessment process.

Nicholas Goldberg  
 Senior Education Officer  
 Curriculum, Measurement and Evaluation Unit

# LANGUAGE ARTS

Key Stage 2

LEARNING OUTCOMES & SUCCESS  
CRITERIA

Grades 3 - 4

We will know that the learner has achieved this attainment target when she/he can	<b>SUBJECT: LANGUAGE, ARTS</b> <b>STRAND 1: LISTENING AND SPEAKING</b> <b>KEY STAGE: 2</b>	
	<b>ATTAINMENT TARGET: The learner will be able to listen attentively and critically, speak confidently and effectively using appropriate structures and speech conventions for multiple purposes and different audiences through a variety of media.</b>	
	<b>GRADE 3</b>	
	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>
<b>1 LO 1 COMMUNICATING PERSONAL IDEAS, EXPERIENCES &amp; FEELINGS</b>		
<b>Participate with some confidence in group and class discussion on topics of personal and social interest using appropriate conversational skills.</b>	<b>Speaks and</b> <ol style="list-style-type: none"> <li>1. Discusses news, current events, feelings, strengths, challenges, future jobs and hopes in both small groups and with whole class</li> <li>2. Shows willingness to initiate and maintain conversation at appropriate times.</li> <li>3. Speaks confidently in complete sentences using appropriate intonation for declarative, interrogative, imperative, and exclamatory sentences.</li> <li>4. Shares feelings in various situations and events, and asks others for their feelings, thoughts, etc.</li> <li>5. Conveys personal issues/needs/problems, exchanges information, opinions and suggests solutions to help self and others both in directed and self initiated situations.</li> <li>6. Uses an audible voice, proper phrasing, pitch, modulation and pace in both Creole/Cocoy and IAE.</li> <li>7. Uses varying levels of formality appropriately and switches registers from Creole/Cocoy/dialect to Internationally Accepted English (IAE)</li> <li>8. Explains a series of events by organizing ideas chronologically, logically or around a central theme. Student listens to oral communication</li> <li>9. Attentively and critically to determine the speaker's message and purpose: e.g. takes turns, does not interrupt, makes eye contact, encourages a speaker with appropriate body gestures and responds appropriately to oral communication.</li> <li>10. Respectfully listens to different opinions and ideas, and joins in class discussions.</li> <li>11. Asks questions for clarification, elaboration and understanding.</li> <li>12. Responds courteously with regard for the feelings of others and recognises the emotional tone of the speaker.</li> <li>13. Recognises moral issues and generalizes or explains own values,</li> <li>14. Retells, paraphrases, summarizes and explains what a speaker has said.</li> <li>15. Identifies socio-cultural values in oral texts: e.g. gender, traditions.</li> </ol>	
<b>1 LO 2: PRODUCING TEXTS FOR DIFFERENT PURPOSES &amp; AUDIENCES</b>		
<b>Use sounds, words and grammar of IAE to create and interpret different oral texts for selected audiences.</b> <i>Focus on Instruction and Report</i>	<b>Student produces recitations and oral presentations</b> <ol style="list-style-type: none"> <li>1. Plans and presents dramatic interpretations of experiences, stories, poems, proverbs, or plays using clear diction, pitch, tempo, and tone in both IAE and Creole/Cocoy. (whole class/small group/by self)</li> <li>2. Plans and presents a brief narrative presentation providing well-chosen details to develop characters, setting and plot using IAE and Creole separately (autobiographical/fictional/storytelling)</li> <li>3. Clarifies and enhances oral presentations through the use of appropriate props: e.g. objects, pictures, charts. (Introduce)</li> <li>4. Gives/presents various simple definitions of common objects using clear and specific adjectives to communicate descriptions in IAE.</li> <li>5. Plans and presents an oral presentation giving instructions to make something/do a simple task using the conjunctions of time sequence: e.g. first, then, next, last, after, and checks for audience understanding.</li> <li>6. Gives a factual report about an incident.</li> </ol> Student listen and	

		<ul style="list-style-type: none"> <li>7. Connects and relates information/ideas/insights/prior experience contextually to own life in Creole and IAE.</li> <li>8. Distinguishes between the uses of Creole/Cocoy and IAE; switching registers appropriate to the situation.</li> <li>9. Distinguishes between speaker's opinions and verifiable facts.</li> <li>10. Distinguishes between fantasy/reality and non-fiction/fiction.</li> <li>11. Talks about and identifies story elements in prose and poetry including characters, settings, plot sequence and theme. (recounts/retells)</li> <li>12. Identifies the musical elements of literary language: e.g. rhymes and rhyming patterns, rhythm, and alliteration.</li> </ul>
<b>1 LO 3 COMMUNICATING FOR DAILY LIVING</b>		
	<p><b>Ask and respond to questions, listen, respond, and give instructions, messages, and explanations in IAE for various audiences.</b></p>	<p><b>Student speaks and</b></p> <ul style="list-style-type: none"> <li>1. Greets, thanks, requests, apologises, invites, takes leave, answers telephones, relays messages politely and appropriately.</li> <li>2. Gives, asks for and restates simple instructions/directions (3-5 steps) to perform as required.</li> <li>3. Makes clear, precise announcements/gives messages to familiar audiences.</li> <li>4. Gives explanations of behaviour and events at school.</li> <li>5. Conducts/play acts typical oral exchanges from community activities, businesses and situations with peers e.g. shopping, restaurants, requests., etc. in pairs and small groups.</li> </ul> <p><b>Listens and</b></p> <ul style="list-style-type: none"> <li>6. Identifies, talks about and uses simple present, future and past verb tenses and proper grammar structure in different types of sentences: declarative, interrogative, imperative, and exclamatory.</li> <li>7. Responds to explanations by giving opinions with regard to the feeling of others</li> <li>8. Asks relevant questions to elicit specific information about instructions, explanations, messages, and, gives appropriate responses using complete sentences in IAE</li> <li>9. Responds to who, what, where, why, when, how and what questions with appropriate elaboration in IAE on topic in context.</li> <li>10. Responds appropriately to announcements</li> <li>11. Processes messages that have hesitations, false starts, stops and pauses.</li> </ul>
<b>1 LO 4 DEVELOPING A POSITIVE ATTITUDE TO ORAL LANGUAGE</b>		
	<p><b>Listen, respond, perform, create and talk about different oral texts from global cultures that are appropriate to the interests of Grade 3 students.</b></p>	<p><b>Speaks, listens to others and</b></p> <ul style="list-style-type: none"> <li>1. Shares different oral texts (fact and fiction) about topics the class chooses</li> <li>2. Participates in choral recitations, songs, raps, drama</li> <li>3. Retells favourite stories, jokes, proverbs using appropriate gestures/ expressions in different ways</li> <li>4. Tells an imaginative story with peers and individually.</li> <li>5. Creates a song, rhyme, jingle, poem, dramatic play, and rap.</li> <li>6. Takes part in a class performance of a story</li> <li>7. Responds to texts through different modes e.g. gives a talk, role plays, writes, draws, creates, dances, etc</li> <li>8. Recognises socio-cultural biases/assumptions in different texts and presentations e.g. gender roles.</li> </ul>



		<p>determines what characters are like by what they say and do and how the author portrays them. .</p> <ol style="list-style-type: none"> <li>14. Uses own background knowledge and experiences to interpret new and unfamiliar information, and predicts content both in groups and by self with some teacher support</li> <li>15. Skims reports to get the gist, significant information and main ideas including problems and solutions</li> <li>16. Identifies the speaker or narrator in fiction and non fiction text</li> <li>17. Identifies, discusses and begins to use similes and metaphors</li> <li>18. Reads texts or extracts aloud to self and others and begins to read silently</li> </ol>
--	--	--

<b>2 LO 2 MAKING MEANING USING CONTEXT</b>		
<b>Use background knowledge and experiences to recognise and begin to analyze social, moral and cultural values in materials used in Grade 3 classes and relate to own life.</b>		<ol style="list-style-type: none"> <li>1. Reads and uses visuals to identify and discuss social, moral and cultural values in different texts</li> <li>2. Reflects on own background knowledge and draws conclusions/makes judgments/gives personal opinions about the values presented in the texts</li> <li>3. Recognize cause-and-effect relationships portrayed in a text/story.</li> <li>4. Compares and contrasts different versions of the same story or story theme that reflect different cultures</li> <li>5. Identifies the intended audience for a text</li> <li>6. Uses QAR strategies to identify information and answer questions about a text..</li> </ol>

<b>2 LO 3 MAKING MEANING AT WORD LEVEL</b>		
<b>Use context clues, phonic and sight recognition skills to read letter combinations and Grade 3 sight words including some personally significant and high frequency words.</b>	<b>Using the third grade texts:</b>	<ol style="list-style-type: none"> <li>1. Reads aloud grade-level narrative (story) and expository (informational) text fluently and accurately and with appropriate pacing, intonation, and expression.</li> </ol> <p>Decoding and Word Recognition</p> <ol style="list-style-type: none"> <li>2. Decodes regular multi-syllable words.</li> <li>3. Identifies and distinguishes clusters, familiar patterns (CVC) (CVCV) and knows and uses complex word families (e.g., -<i>ight</i>) when reading to decode unfamiliar words.</li> <li>4. Uses various different strategies to read words (e.g. word shape, sounding out, letter patterns, visual clues.)</li> <li>5. Uses contextual clues to identify unfamiliar words and locates other shorter words in the larger word.</li> <li>6. Alphabetizes a list of words to the third letter</li> <li>7. Decodes with silent letters (e.g. knee, lamb, answer, know)</li> <li>8. Identifies and classifies words with common roots</li> <li>9. Uses knowledge of prefixes (e.g., <i>un-</i>, <i>re-</i>, <i>pre-</i>, <i>bi-</i>, <i>mis-</i>, <i>dis-</i>), suffixes (e.g., <i>-er</i>, <i>-est</i>, <i>-ful</i>) and inflectional endings (e.g. <i>s</i>, <i>es</i>, <i>ing</i>, <i>er</i>,) to determine the meaning of words and reads accurately.</li> <li>10. Uses a dictionary to check and learn the meaning and learn other features of unknown words</li> </ol> <p><b>Vocabulary and Concept Development</b></p> <ol style="list-style-type: none"> <li>11. Uses knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words</li> <li>12. Demonstrates knowledge of levels of specificity among grade-appropriate words and explains the importance of these relations e.g. dog/ mammal/ animal/ living things</li> <li>13. Reads common words, contractions, compound words and 75% of high frequency and sight words for Grade 3.</li> <li>14. Reads words from spoken vocabulary (LEA)</li> <li>15. Identifies, distinguishes between and reads regular short and long vowels sounds and creates rhymes with both types of</li> </ol>

		<p>vowels.</p> <p>16. Reads words aloud, repeat with the teacher and recognise English phonemes</p> <p>17. Makes meaningful substitutions for unknown words</p> <p>18. Reads a report/text and talks about its language structure e.g. usage of parts of speech e.g. pronouns, nouns, verbs,</p> <p>19. Reads a report and talks about its language structure e.g. present tense sentence patterns, especially 'be', 'have', verbs with generic and specific subjects</p>
--	--	---

<b>2 LO 4 DEVELOPING A POSITIVE ATTITUDE TO READING</b>		
---	--	--

<b>Demonstrate enjoyment in selecting, reading and responding independently or with others to a variety of texts.</b>	1. Shows interest in finding texts on favourite subjects
	2. Responds to print & visual texts that they have enjoyed
	3. Selects, shares and recommends favourite texts expressing own reasons.
	4. Expresses personal responses to different texts e.g, writes, draws, dramatizes.
	5. Shows empathy with characters/situations in literary texts that they like
	6. Shows enthusiasm for and becomes focused and completely absorbed during independent silent reading
	7. Shows confidence in handling new and challenging texts of their choice
	8. Searches out additional texts by favourite authors

<b>2 LO 5 READING ACROSS THE CURRICULUM</b>		
---	--	--

<b>Read and view Grade 3 texts to think, reason, solve problems, process and use information for learning across the curriculum.</b>	<b>Using Grade 3 texts, student</b>
	1. Reads and responds to themes and topics already taught in other subjects
	2. Identifies, discusses and uses words related to various content areas.
	3. Reads texts and clarifies, the meaning for others.
	4. Reads/views to solve simple problems/answer specific questions.
	5. Reads and interprets information from diagrams, charts, tables and graphs.
	6. Scans texts in a group and with teacher support alone to process information and identifies main points and distinguishes from main points from details in texts from different subjects
	7. Draws upon a variety of comprehension strategies as needed- rereading, self correcting, contextual clues, summarizing, previous knowledge and experiences, generating and responding to essential questions, making predictions, comparing information from more than one source to interpret the meaning of print and visuals in different texts.
	8. Uses reference texts (dictionary, atlas, thesaurus) as resources for finding information
	9. Uses parts of the book to locate specific information e.g. contents page, index, chapter headings, illustrations, captions, glossaries, indexes, etc



		<ul style="list-style-type: none"> <li>9. Writes brief responses to literary texts and includes personal response supported by reasons.</li> <li>10. With guidance, proofreads own writing, as well as that of others, using an editing check list or list of rules and checks use and spelling of Grade 3 high frequency words and sight words</li> <li>11. Writes legibly in manuscript and begins cursive leaving spaces between words and words and edges of paper.</li> <li>12. Presents and discusses own writing with other students and responds helpfully to other students' compositions.</li> <li>13. Begins to use the computer and other appropriate technology to edit, revise and compose (<sup>1</sup> Not an essential Success Criteria until all pupils have access to the technology.)</li> </ul>
	<b>3 LO 3 TRANSFERRING DATA</b>	
	<b>Transfer data in written texts, used in Grade 3 from one form into another for different purposes and audiences.</b>	<ul style="list-style-type: none"> <li>1. Maps a story on frames, storyboards</li> <li>2. Illustrates a set of instructions with a flow chart in groups and alone with teacher support</li> <li>3. Writes tallies, marks, numbers to record games, events etc</li> <li>4. Produces a poster to advertise the reading or performance of a favourite text.</li> <li>5. Listens to a report and tabulates the main ideas.</li> <li>6. Produce a poem/song with support in response to an issue of interest</li> </ul>
	<b>3 LO 4 DEVELOPING A POSITIVE ATTITUDE TO WRITING</b>	
	<b>Show enthusiasm to design/create and share personal texts for different purposes and audiences in visual, print and electronic form.</b>	<ul style="list-style-type: none"> <li>1. Writes for personal enjoyment.</li> <li>2. Uses reading as a resource for writing</li> <li>3. Show willingness to complete a writing task and to share in writing tasks with classmates</li> <li>4. Displays work of own choice in the classroom.</li> <li>5. Selects best pieces for own portfolio.</li> <li>6. Responds positively to feedback from peers and teacher about their writing.</li> <li>7. Engages in doing different word puzzles /writing/word games for fun.</li> <li>8. Uses cartoons to create a response to a heard or viewed text.</li> <li>9. Presents work with attention to detail and presentation.</li> </ul>
	<b>3 LO 5 PRODUCING TEXTS ACROSS THE CURRICULUM</b>	
	<b>Use vocabulary and grammar of Grade 3 subjects to talk, think, solve problems, process and use information for writing across the curriculum.</b>	<b>Using Grade 3 texts, student</b> <ul style="list-style-type: none"> <li>1. Uses available technology and self instructional programs to improve writing in different subjects</li> <li>2. Uses and extends personal dictionary/word banks to produce texts in other subjects</li> <li>3. Produces texts involving print and visuals on various topics</li> <li>4. Produces and interprets information graphically in various subjects.</li> <li>5. Produces an informational text for the class library in groups or as an individual.</li> <li>6. Write a simple notice about an upcoming event in school or in the community.</li> </ul>

## GRADE 4

We will know that the learner has achieved this attainment target when she/he can	<b>SUBJECT: LANGUAGE ARTS      STRAND 1: LISTENING AND SPEAKING      KEY STAGE: 2</b>	
	<b><u>ATTAINMENT TARGET:</u> The learner will be able to listen attentively and critically speak confidently and effectively using appropriate structures and speech conventions for multiple purposes and different audiences through a variety of media.</b>	
	<b>GRADE 4</b>	
	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>
	<b>1 LO 1 COMMUNICATING PERSONAL IDEAS, EXPERIENCES &amp; FEELINGS</b>	
<b>Participate confidently in group and class discussion on topics/issues of personal and social interest using appropriate conversational skills.</b>	<p><b>Speaks about and</b></p> <ol style="list-style-type: none"> <li>1. Discusses news, current events, opinions, feelings, strengths, challenges, future jobs and hopes in both small groups and with whole class</li> <li>2. Shows willingness to initiate and maintain conversation at appropriate times.</li> <li>3. Speaks confidently in complete sentences using appropriate intonation for different sentence types.</li> <li>4. Shares feelings in various situations and events, and asks others for their feelings, thoughts, etc.</li> <li>5. Conveys personal issues/needs/problems, exchanges information, opinions and gives/suggests solutions to help self and others both in directed and self-initiated situations.</li> <li>6. Uses an audible voice, proper volume, phrasing, pitch, modulation, pace and gestures appropriately to enhance meaning in both Creole/Cocoy and IAE.</li> <li>7. Uses varying levels of formality appropriately and switches registers from Creole/Cocoy/dialect to Internationally Accepted English (IAE).</li> <li>8. Gives short informational reports/accounts of events using details, examples, anecdotes to explain or clarify information.</li> </ol> <p><b>Student listens to oral communication</b></p> <ol style="list-style-type: none"> <li>9. Attentively and critically to determine the speaker's message and purpose: e.g. takes turns, does not interrupt, makes eye contact, encourages a speaker with appropriate body gestures and responds appropriately.</li> <li>10. Respectfully listens to different opinions and ideas, and joins in small group and class discussions.</li> <li>11. Asks thoughtful questions for clarification/elaboration and responds to relevant questions with appropriate elaboration.</li> <li>12. Responds courteously with regard for the feelings of others and recognises the emotional tone of the speaker.</li> <li>13. Recognises moral issues and generalizes or explains own values,</li> <li>14. Paraphrases/summarizes major ideas and supporting evidence given in spoken messages and presentations.</li> <li>15. Identifies socio-cultural values in oral texts and with support relates how the usage reflects regions and cultures: e.g. gender, traditions, expressions, idioms.</li> </ol>	

<b>1 LO 2: PRODUCING TEXTS FOR DIFFERENT PURPOSES &amp; AUDIENCES</b>	
<b>Use sounds, words and grammar of IAE to create and interpret different oral texts for</b>	<p><b>Student produces recitations and oral presentations</b></p> <ol style="list-style-type: none"> <li>1. Plans and presents dramatic interpretations of books, experiences, stories, poems, proverbs, or plays with clear diction, pitch, tempo, and tone in both AIE and Creole/Cocoy. (whole class/small group/by self)</li> <li>2. Makes a brief narrative presentation providing well-chosen details to develop characters, setting and plot using IAE and Creole separately. (retells/recounts)</li> </ol>

<p><b>selected audiences.</b> <i>Focus on Report and Explanation</i></p>		<ol style="list-style-type: none"> <li>3. Clarifies and enhances oral presentations through the use of appropriate props: e.g, objects, pictures, charts, graphs.</li> <li>4. Gives a definition of a common object using clear and specific vocabulary to communicate description.</li> <li>5. Plans and presents an oral presentation giving instructions to make something/do a simple task, or explains a natural process e.g. metamorphous of a butterfly, earthquakes, while using proper conjunctions of time: e.g. first, next, last, after, and checks for audience understanding</li> <li>6. Narrative: Plans and presents a narrative presentation providing well-chosen details, and interesting descriptive words to develop situation, characters, setting, point of view and plot. (autobiographical/fictional/storytelling)</li> <li>7. Informational: Plans and presents an informative presentation about an important idea, invention or event using a framework of questions to direct the investigation which develops and supports the topic with simple facts, details, examples and/or explanations, and uses a diagram, chart or illustration appropriate to the text. (technical/non fictional)</li> <li>8. Literary Response: Plans and presents an oral response to literature that articulates an understanding of several ideas or images communicated in the work and uses examples or textural evidence from the work. (book reports/group reading presentations)</li> </ol> <p><b>Students listen and</b></p> <ol style="list-style-type: none"> <li>9. Connects and relates information/ideas/insights/prior experience contextually to own life.</li> <li>10. Distinguishes between the uses of Creole/Cocoy and IAE; switching registers appropriate to the situation.</li> <li>11. Distinguishes between speaker’s opinions and verifiable facts, fantasy/reality and non-fiction/fiction</li> <li>12. Responds: records data, sequences events, dramatizes in context</li> <li>13. Talks about and identifies story elements in prose and poetry including characters, settings, plot sequence and theme.</li> <li>14. Identifies the musical elements of literary language: e.g. rhymes and rhyming patterns, rhythm, alliteration, and instances of onomatopoeia.</li> </ol>
<p><b>1 LO 3 COMMUNICATING FOR DAILY LIVING</b></p>		
<p><b>Ask and respond to questions, listen, respond, and give instructions, messages, and explanations in IAE for various audiences.</b></p>		<p><b>Student speaks and</b></p> <ol style="list-style-type: none"> <li>1. Greets, thanks, requests, apologises, invites, takes leave, answers telephones, relays messages politely and appropriately.</li> <li>2. Asks for, gives, listens to and restates precise instructions/directions (3-5 steps).</li> <li>3. Asks relevant questions to elicit specific information about instructions, explanations, messages, and listens to give appropriate responses using complete sentences in IAE</li> <li>4. Makes clear, precise announcements/gives messages to familiar audiences.</li> <li>5. Gives explanations of behaviour and events at school.</li> <li>6. Conducts/play acts typical oral exchanges from community activities, businesses and situations with peers e.g. shopping, restaurants, requests., etc. in pairs and small groups using IAE and/or Creole/Cocoy appropriate to the situation.</li> </ol> <p><b>Listens and</b></p> <ol style="list-style-type: none"> <li>7. Responds to explanations by giving opinions with regard to the feeling of others</li> <li>8. Identifies key words/themes in a given presentation and determines word meanings from contextual clues.</li> <li>9. Responds to questions with appropriate elaboration on topic in context.</li> <li>10. Responds appropriately to announcements/advisements.</li> <li>11. Distinguishes between fantasy and reality, fact and opinion, non-fiction/fiction.</li> <li>12. Processes messages that have hesitations, false starts, stops and pauses.</li> </ol>

<b>1 LO 4 DEVELOPING A POSITIVE ATTITUDE TO ORAL LANGUAGE</b>	
<b>Listen, respond, perform, create and discuss a wide range of oral texts from global cultures that are appropriate to the interests of Grade 4 students.</b>	<p><b>Speaks, listens to others and</b></p> <ol style="list-style-type: none"> <li>1. Shares different oral texts (fact and fiction) about topics of choice and gives reasons for choice.</li> <li>2. Participates in choral recitations, songs, raps, drama and uses appropriate gestures/ expressions.</li> <li>3. Recounts the events in a favourite book or film, and provides a context that enables the listener to imagine the circumstances of the event/experience</li> <li>4. Creates a song, rhyme, jingle, poem, dramatic play, and rap.</li> <li>5. Takes part in a class performance of a story</li> <li>6. Responds to texts through different modes e.g. gives a talk, role plays, writes, draws, creates, dances,</li> <li>7. Recites brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.</li> <li>8. Recognises socio-cultural biases/assumptions in different texts and presentations e.g. gender roles.</li> </ol>
<b>1 LO 5 LISTENING &amp; SPEAKING ACROSS THE CURRICULUM</b>	
<b>Use vocabulary and grammar of Grade 4 subjects to talk, think, solve problems, process &amp; use information for learning across the curriculum</b>	<p><b>Using Grade 4 texts, student</b></p> <ol style="list-style-type: none"> <li>1. Defines, builds upon and uses vocabulary/high frequency words from various contexts</li> <li>2. Distinguishes and uses high frequency words appropriately with regard to literal, figurative and connotative meanings.</li> <li>3. Discusses topics from various subject areas in IAE, gives opinions, states what they enjoyed and what they learned</li> <li>4. Distinguishes among and uses traditional structures for conveying information e.g. cause and effect, similarity and difference, posing and answering questions</li> <li>5. Listens to a text and records the information on a table, chart, graph, etc</li> <li>6. Informational: Makes informational presentations with facts and details that help the listener to focus, and incorporates more than one information source e.g. books, radio, television, newspaper.</li> <li>7. Presents effective introductions and conclusions e.g. that guide and inform the listener's understanding of important ideas and evidence.</li> <li>8. Compares ideas/points of view about topics/problems from various subject areas and presents findings with fact and details.</li> <li>9. Makes oral presentations using vocabulary and information from various subject areas that are relevant to a given topic and audience</li> <li>10. Determines the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).</li> <li>11. Gives an oral explanation on how to solve a problem in math or a conflict in HFLE</li> <li>12. Evaluates and discusses the role of the media in focusing attention on events and in forming opinions on issues;</li> </ol>



<b>2 LO 2 MAKING MEANING USING CONTEXT</b>	
<b>Use background knowledge and experiences to recognise and analyze social, moral and cultural values in materials used in Grade 4 classes and relate to own life.</b>	<ol style="list-style-type: none"> <li>1. Reads and uses illustrations, titles, topic sentences, important words, and foreshadowing clues to identify and discuss social, moral and cultural values in different texts</li> <li>2. Reflects on own background knowledge, makes and confirms predictions and draws conclusions/makes judgments/gives personal opinions about the values presented in the texts</li> <li>3. Identifies structural patterns found in informational texts e.g. compare and contrast, cause and effect, sequential or chronological order, proposition and support</li> <li>4. Compares and contrasts stories and story themes from diverse cultures and tells why they are similar tales in diverse cultures.</li> <li>5. Identifies the intended audience for a text</li> <li>6. Uses QAR strategies to identify information and answer questions about a text..</li> <li>7. Distinguishes between autobiographical and biographical texts</li> <li>8. Distinguishes between informational and persuasive texts.</li> </ol>
<b>2 LO 3 MAKING MEANING AT WORD LEVEL</b>	
<b>Use context clues, phonic and sight recognition skills to read letter combinations and Grade 4 sight words including some personally significant and high frequency words.</b>	<p><b>Using the fourth grade texts:</b></p> <ol style="list-style-type: none"> <li>1. Reads grade-level narrative (story) and expository (informational) text aloud with fluency and accuracy and with appropriate pacing, intonation, and expression.</li> </ol> <p><b>Decoding and Word Recognition</b></p> <ol style="list-style-type: none"> <li>2. Decodes multi-syllable words using knowledge of common roots derived from Greek and Latin and affixes e.g. inter-, intra-, un-, re-, pre-, bi-, mis-, dis- and al, -ity, -ology, -er, -est, -ful and uses this knowledge to analyze the meaning of complex words e.g. nation, national, nationality, international and thermometer: therm=heat/meter=measure.</li> <li>3. Identifies and distinguishes among homophones e.g. to, too, two / hear, here / plain, plane / aisle, isle, I'll / caught, cot.</li> <li>4. Clearly identifies specific words or wordings that are causing comprehension difficulties.</li> <li>5. Uses various strategies to understand unfamiliar words e.g. phonics, syllabication, contextual clues, knowledge of word parts to achieve fluent oral and silent reading.</li> <li>6. Alphabetizes a list of words to the final letter</li> <li>7. Uses knowledge of common root words and suffixes (e.g., -er, -est, -ful) and inflectional endings (e.g. s, es, ing, er,) to determine the meaning of words and reads accurately</li> <li>8. Uses a dictionary and to check and learn the meaning and learn other features of unknown words, and a thesaurus to determine related words and concepts.</li> </ol> <p><b>Vocabulary and Concept Development</b></p> <ol style="list-style-type: none"> <li>9. Uses knowledge of antonyms, synonyms, homophones, homographs and idioms to determine the meanings of words and phrases.</li> <li>10. Demonstrates knowledge of levels of specificity among grade-appropriate words and explains the importance of these relations e.g. whale/ mammal/ animal/ living things</li> <li>11. Reads common words, contractions, compound words and 75% high frequency and sight words for words for Grade 4.</li> <li>12. Reads words from spoken vocabulary (LEA)</li> <li>13. Identifies, distinguishes between and reads regular and irregular short and long vowels sounds.</li> <li>14. Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues</li> <li>15. Makes meaningful substitutions for unknown words</li> <li>16. Reads a report/text and talks about its language structure e.g. tense, sentence patterns, and usage of parts of speech e.g. pronouns, nouns, verbs, adverbs, adjectives, prepositions</li> </ol>

<b>2 LO 4 DEVELOPING A POSITIVE ATTITUDE TO READING</b>	
<b>Demonstrates enjoyment in selecting, reading, discussing and responding to a wide variety of texts.</b>	<ol style="list-style-type: none"> <li>1. Shows interest in reading a good representation of grade level materials including textbooks, classic and contemporary literature, biographical sketches, letters, diaries, directions, procedures, newspapers, catalogs, magazines, and informational books and online information.</li> <li>2. Responds to print &amp; visual texts that they have enjoyed</li> <li>3. Selects, shares and recommends favourite texts with reasons.</li> <li>4. Shows empathy with characters/situations in literary texts that they like</li> <li>5. Shows enthusiasm for and becomes focused and completely absorbed during independent silent reading.</li> <li>6. Shows confidence in handling new and challenging texts of their choice</li> <li>7. Searches out additional texts by favourite authors.</li> </ol>
<b>2 LO 5 READING ACROSS THE CURRICULUM</b>	
<b>Read and view Grade 4 texts to think, reason, solve problems, process and use information for learning across the curriculum.</b>	<p><b>Using Grade 4 texts, student</b></p> <ol style="list-style-type: none"> <li>1. Reads and responds to themes and topics taught in other subjects</li> <li>2. Identifies, discusses and uses words related to content areas.</li> <li>3. Reads texts and clarifies, the meaning for others.</li> <li>4. Reads/views to solve problems, find information.</li> <li>5. Reads and interprets information from diagrams, charts, tables and graphs.</li> <li>6. Scans texts in a group and alone to process information and identifies main points and distinguishes from main points from details in texts from different subjects</li> <li>7. Draws upon a variety of comprehension strategies as needed- rereading, self correcting, contextual clues, summarizing, previous knowledge and experiences, generating and responding to essential questions, making predictions, comparing information from more than one source to interpret the meaning of print and visuals in different texts.</li> <li>8. Use reference texts e.g. dictionary, atlas, thesaurus as resources for finding information</li> <li>9. Use parts of the book to locate specific information e.g. contents page, index, chapter headings, illustrations, captions, glossaries, indexes, etc</li> </ol>

We will know that the learner has achieved this attainment target when she/he can	<b>SUBJECT: LANGUAGE ARTS</b>		<b>STRAND 3: WRITING</b>	<b>KEY STAGE: 2</b>
	<b>ATTAINMENT TARGET: The learner will be able to create/produce texts, both print and visual, competently and effectively in different kinds of factual and imaginative forms for a wide range of purposes, using grammatical structures and appropriate writing conventions</b>			
	<b>GRADE 4</b>			
	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>		
	<b>3 LO 1 PRODUCING PERSONAL TEXTS</b>			
<b>Engage in writing short stories and personal texts appropriate to the purpose and audience at home and aboard</b>	<ol style="list-style-type: none"> <li>1. Uses a journal/diary for recording personal information</li> <li>2. Writes for self (e.g. lists, signs and notes) to accomplish every day tasks</li> <li>3. Writes personal greetings, messages, friendly letters to family and friends</li> <li>4. Writes formal letters including addresses, date, salutation, body, closing and signature.</li> <li>5. Builds and uses personal dictionary/word bank/thesaurus of known words</li> <li>6. Spells correctly roots, inflections, suffixes and prefixes, syllable and common homophones e.g. two, to, too, hear, here.</li> <li>7. Notices when a word is not spelled correctly and uses various strategies to correct it e.g. dictionary, word lists.</li> <li>8. Correctly uses regular verbs e.g. live, lived; irregular verbs e.g. swim, swam, hit, hit; adverbs e.g. slow, quickly, fast; prepositions e.g. through, between; coordinating conjunctions e.g. and, or, but; as well as, subjects and verbs that are in agreement; proper ordering of multiple adjectives e.g. three brown dogs; correct usage of articles: a, an, the; and forms and uses correct singular and plural possessive nouns e.g. dog's tail/dogs' tails.</li> <li>9. Uses commas in dates, locations and addresses, items in a series, apposition and in joining sentences with coordinating conjunctions to form compound sentences and in direct quotations</li> <li>10. Uses apostrophes to show possession and in contractions,</li> <li>11. Uses quotation marks around the exact works of a speaker and titles of articles, poems, short stories, songs and chapters in books.</li> <li>12. Capitalizes proper names, geographic names, holidays, special events, names of books, magazines, newspapers, works of art, musical compositions, organizations and the first word in quotations when appropriate.</li> <li>13. Underlines the title of a book and uses underlining, quotation marks, or italics to identify titles of documents</li> </ol>			

<b>3 LO 2 PRODUCING TEXTS FOR DIFFERENT PURPOSES &amp; AUDIENCES</b>	
<b>Use graphics, grammar and vocabulary to plan, organise, produce and edit texts collaboratively and independently. Focus Report and Explanation</b>	<ol style="list-style-type: none"> <li>1. Uses a variety of strategies to prepare for writing e.g. brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers/ diagrams/charts, taking notes, lists or notebook of ideas.</li> <li>2. Discusses ideas with classmates, teachers, and other writers and develops drafts alone and collaboratively.</li> <li>3. Identifies audience and purpose</li> <li>4. Chooses the form of writing that best suits the intended purpose e.g. personal letter, letter to the editor, review, poem, report, narrative.</li> <li>5. Uses all the aspects of the writing process e.g. prewriting, drafting, conferencing, revising, editing and publishing in producing successive versions of compositions and reports</li> <li>6. Focuses on a central idea, excluding loosely related, extraneous and repetitious information.</li> <li>7. Uses an editing check list to review, evaluate, and revise writing for meaning and clarity.</li> <li>8. Revises draft combining and moving sentences and paragraphs to improve the focus and progression of ideas.</li> <li>9. Edits and proofreads one's own writing, as well as that of others, using the writing conventions and an editing checklist or list of rules with specific examples.</li> <li>10. Uses correct indentation, words that describe/explain, and a variety of sentence patterns.</li> <li>11. Writes multiple paragraph compositions with inviting introductory paragraph that establishes and supports a central idea with a topic sentence, includes supporting paragraphs with simple supporting facts and details, presents important ideas or events in sequential or chronological order, provides details and transitions to link paragraphs, and concludes with a paragraph that summarizes the main points. Suggested length 250 words.</li> </ol> <p><b>Applications</b></p> <ol style="list-style-type: none"> <li>15. Narrative: Writes presentations providing well-chosen details, and interesting descriptive words to develop situation, characters, setting, point of view and plot. (autobiographical/fictional, storytelling)</li> <li>12. Informational: Writes an informational report using a question answer investigational framework around a central question, using more than one source of information which develops and supports the topic with simple facts, details, examples and uses a diagram, chart or illustration appropriate to the text. .</li> <li>13. Literary Response: Writes responses to literature demonstrating an understanding of the literary work and supports judgments through references to both text and prior knowledge.</li> <li>14. Summaries: Writes summaries that contain main ideas of a reading selection and most important details.</li> <li>15. Writes fluidly and legibly in cursive or manuscript leaving margins at the edges of paper.</li> <li>16. Presents and discusses own writing with other students and responds helpfully to other students' compositions.</li> <li>17. Begins/Uses the computer and other appropriate technology to edit, revise and compose (¹ Not an essential Success Criteria until all pupils have access to the technology.)</li> <li>18. Begins to write persuasive compositions that convince the reader to take a certain action or avoid a certain action.</li> </ol>
<b>3 LO 3 TRANSFERRING DATA</b>	
<b>Transfer data in written texts, used in Grade 4 from one form into another for different purposes and audiences.</b>	<ol style="list-style-type: none"> <li>1. <b>Use traditional structures for conveying information e.g., chronological order, cause and effect, similarity and difference, posing and answering a question.</b></li> <li>2. Illustrates a set of instructions with a flow chart in groups and alone.</li> <li>3. Writes tallies, marks, numbers to record games, events, make graphs etc</li> <li>4. Produces a poster to advertise the reading or performance of a favourite text.</li> <li>5. <b>Listens to a report and takes notes</b></li> <li>6. Produce a poem/song in response to an issue of interest</li> </ol>

<b>3 LO 4 DEVELOPING A POSITIVE ATTITUDE TO WRITING</b>	
<b>Demonstrates initiative to design and produce a range of texts in a variety of forms and share with others for pleasure</b>	<ol style="list-style-type: none"> <li>1. Writes for personal enjoyment.</li> <li>2. <b>Uses reading as a resource for writing</b></li> <li>3. Show willingness to complete a writing task and to share in writing tasks with classmates</li> <li>4. Displays work of own choice in the classroom.</li> <li>5. <b>Selects best pieces for own portfolio.</b></li> <li>6. Responds positively to feedback from peers and teacher about their writing.</li> <li>7. Engages in doing different word puzzles /writing/word games for fun.</li> <li>8. Uses cartoons to create a response to a heard or viewed text.</li> <li>9. <b>Presents work with attention to detail and presentation</b></li> </ol>
<b>3 LO 5 PRODUCING TEXTS ACROSS THE CURRICULUM</b>	
<b>Use vocabulary and grammar of Grade 4 subjects to talk, think, solve problems, process and use information for writing across the curriculum.</b>	<p><b>Using Grade 3 texts, student</b></p> <ol style="list-style-type: none"> <li>1. Uses available technology and self instructional programs to improve writing in different subjects</li> <li>2. Understands the organization of almanacs, newspapers and periodicals and demonstrates how to use those printed materials.</li> <li>3. <b>Uses and extends personal dictionary/word banks to produce texts in other subjects</b></li> <li>4. Produces texts involving print and visuals on various topics</li> <li>5. Produces and interprets information from other subjects graphically.</li> <li>6. <b>Produces an informational text for the class library in groups or as an individual.</b></li> </ol>

# **MATHEMATICS**

**Key Stage 2**

**LEARNING OUTCOMES & SUCCESS  
CRITERIA**

**Grades 3 - 4**

SUBJECT: MATHEMATICS		STRAND: 1		NUMBER		KEY STAGE 2		
ATTAINMENT TARGET: NUMBER								
The learner will be able to apply number operations and relationships with speed and accuracy to solve daily problems using a variety of strategies								
We will know the learner has achieved this Attainment Target when s/he can:	GRADE 3				GRADE 4			
	LEARNING OUTCOMES		SUCCESS CRITERIA		LEARNING OUTCOMES		SUCCESS CRITERIA	
	<b>Demonstrate an understanding of number up to 1000.</b>		<ul style="list-style-type: none"> <li>▪ Count and make sets up to 1000 objects in a variety of ways</li> <li>▪ Count in a variety of ways: counting forward, counting backwards, skip counting, counting on</li> <li>▪ Count by 2's, 5's, 10's, 20's, 25's and 100's</li> <li>▪ Identify, use and write numbers up to 1000 and represent them in a variety of ways</li> <li>▪ Compare and order sets of numbers up to 1000 in a variety of ways</li> <li>▪ Use a calculator, pen and paper procedure or mental strategies to investigate number concept.</li> <li>▪ Create and solve problems involving whole number concepts</li> </ul>		<b>Demonstrate an understanding of number up to 10000.</b>		<ul style="list-style-type: none"> <li>▪ Count in a variety of ways: counting forward, counting backwards, skip counting, counting on/back</li> <li>▪ Identify, use and write numbers up to 10000 and represent them in a variety of ways</li> <li>▪ Compare and order sets of numbers up to 10000 in a variety of ways</li> <li>▪ Use a calculator, pen and paper procedure or mental strategies to investigate number concepts</li> <li>▪ Create and solve problems involving whole number concepts</li> </ul>	
	<b>Create and solve simple problems using place value and whole number concepts</b>		<ul style="list-style-type: none"> <li>▪ Use number lines to round off 2-digit numbers to the nearest 10</li> <li>▪ Find the place value of any number up to 3-digits</li> <li>▪ Write 2 and 3-digit numbers in expanded forms</li> <li>▪ Create and solve problems involving place value</li> <li>▪ Classify numbers as even and odd</li> </ul>		<b>Create and solve problems using place value and whole number concept</b>		<ul style="list-style-type: none"> <li>▪ Use number lines to round off 2-digit and 3 –digit numbers to the nearest 10</li> <li>▪ Find the place value of any number up to 4-digits</li> <li>▪ Write 2, 3 and 4-digit numbers in expanded forms</li> <li>▪ Create and solve problems involving place value</li> </ul>	
<b>Create and solve real life problems involving addition and subtraction with numbers up to 1000 and involving multiplication and division of numbers one and two digit numbers</b>		<ul style="list-style-type: none"> <li>▪ Explain and use several strategies to recall the basic facts for addition and subtraction up to 20.</li> <li>▪ Discuss and use several strategies to add a 1, 2 or 3-digit number to a 1, 2 or 3-digit number, without and with regrouping, totals up to 1000.in real life settings.</li> <li>▪ Discuss and use several strategies to subtract a 1, 2 or 3-digit number from a 3-digit number, without and with regrouping in real life settings.</li> <li>▪ Create and solve problems involving addition and subtraction of whole numbers with totals up to 1000.</li> <li>▪ Use several strategies (e.g., concrete objects, skip counting, properties of multiplication, bingo and card games) to develop the multiplication basic facts for the 2, 3, 4, 5, 6, 8 and 10 times table.</li> <li>▪ Discuss and use a variety of strategies to solve simple problems involving multiplication and division of 2-digit numbers by 1 digit numbers in real life settings.</li> <li>▪ Discuss and use mental computation strategies or the calculator to carry out calculations when necessary</li> </ul>		<b>Create and solve real life problems involving addition and subtraction with numbers up to 10000and involving multiplication and division of numbers up to two digit numbers.</b>		<ul style="list-style-type: none"> <li>▪ Explain and use several strategies to recall the basic facts for addition and subtraction.</li> <li>▪ Discuss and use several strategies to add a 1, 2, 3 or 4-digit number to a 1, 2 or 3-digit number, without and with regrouping, totals up to 10000 in real life settings.</li> <li>▪ Discuss and use several strategies to subtract a 1, 2, 3 or 4-digit number from a 4-digit number, without and with regrouping in real life settings.</li> <li>▪ Create and solve problems involving addition and subtraction of whole numbers with totals up to 10000.</li> <li>▪ Discuss and use several strategies (e.g., concrete objects, skip counting, properties of multiplication, bingo and card games) to develop the multiplication basic facts for the 2 to 10 times tables</li> <li>▪ Choose and use a variety of appropriate strategies to solve problems involving multiplication and division of 2-digit numbers by 1 digit numbers in real life settings.</li> <li>▪ Plan and use mental computation strategies or the calculator to carry out calculations when necessary</li> </ul>		

SUBJECT: MATHEMATICS		STRAND: 1	NUMBER	KEY STAGE 2
<b>ATTAINMENT TARGET: NUMBER</b>				
<b>The learner will be able to apply number operations and relationships with speed and accuracy to solve daily problems using a variety of strategies</b>				
	<b>Use and write fractions in a variety of ways in real life situations</b>	<ul style="list-style-type: none"> <li>▪ Identify, discuss and compare simple fractions using concrete materials (halves, thirds, quarters, eighths)</li> <li>▪ Discuss and write, in words and numerals, the proper fraction that corresponds to a pictorial or concrete representation of a fraction of a whole.</li> <li>▪ Discuss and describe real life situations that involve fractions of a whole.</li> <li>▪ Calculate a fraction of a group of objects, using concrete objects, pictures/diagrams in real life settings.</li> <li>▪ Create and solve problems involving simple fractions</li> </ul>	<b>Solve simple problems involving elementary fractions</b>	<ul style="list-style-type: none"> <li>▪ Identify unit and proper fraction of a whole or group of objects</li> <li>▪ Represent unit and proper fraction of a whole or group of objects</li> <li>▪ Compare halves, quarters, thirds, eighths and tenths using fraction pies in real life settings.</li> <li>▪ Find simple equivalences between wholes, halves, quarters, thirds, eighths and tenths using fraction pies</li> </ul>

MATHEMATICS:		STRAND 2:	GEOMETRY	KEY STAGE 2
<b>ATTAINMENT TARGET: GEOMETRY</b>				
<b>The learner will be able to identify and describe attributes of geometric shapes and apply this knowledge to solve problems in a variety of situations.</b>				
<b>We will know the learner has achieved this Attainment Target when s/he can:</b>	<b>GRADE 3</b>		<b>GRADE 4</b>	
	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>
	<b>Classify and identify by name the properties of regular 3-D shapes</b>	<ul style="list-style-type: none"> <li>▪ Sort examples of the cube, cuboids, cylinder, cone and spheres</li> <li>▪ Identify and discuss the properties (faces, edges and vertices) of regular 3 -D shapes</li> </ul>	<b>Describe the differences/ similarities between 3-D shapes in relation to their properties</b>	<ul style="list-style-type: none"> <li>• Identify and discuss the differences and similarities between the cube and cuboid etc.</li> <li>• Identify and discuss the faces, edges and vertices of regular 3 -D shapes</li> </ul>
<b>Investigate properties of 2-D shapes in terms of sides and lines of symmetry</b>	<ul style="list-style-type: none"> <li>▪ Identify and name and draw curves and line segments</li> <li>▪ Define and show lines of symmetry</li> <li>▪ Investigate and draw lines of symmetry in cut-outs and diagrams</li> <li>▪ Make tessellation patterns of different types of simple 2-shapes using cut outs</li> </ul>	<b>Investigate properties of 2-D shapes in terms of lines and angles</b>	<ul style="list-style-type: none"> <li>• Sort 2-D shapes in terms of lines and angles</li> <li>• Explain what is a right angle</li> <li>• Classify angles according to size as equal to, greater than or less than a right angle.</li> <li>• Explore and find right angles in the environment.</li> </ul>	

<b>MATHEMATICS: STRAND 3: MEASUREMENT KEY STAGE 2</b>					
<b>ATTAINMENT TARGET: MEASUREMENT</b>					
<b>The learner will be able to make and use accurate estimation and accurate measurement using appropriate instruments and units to solve problems in a variety of contexts</b>					
<b>We will know the learner has achieved this Attainment Target when s/he can:</b>	<b>GRADE 3</b>			<b>GRADE 4</b>	
	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>		<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>
	<b>Estimate and accurately measure length and distances using standard units</b>	<ul style="list-style-type: none"> <li>▪ Compare estimates, measure and record length in metres</li> <li>▪ Select appropriate instruments to measure length</li> <li>▪ Identify, discuss and explain the concept of perimeter and use measurements and addition to find the perimeter of simple shapes</li> <li>▪ Solve simple real life problems related to length</li> </ul>		<b>Estimate and accurately measure length and distances and calculate perimeter using standard units</b>	<ul style="list-style-type: none"> <li>• Compare estimates, measure and record lengths and distances of objects using the metre and centimetre.</li> <li>• Explain why there is a need for a smaller unit of measure (the cm)</li> <li>• Calculate the perimeter of a 2-D shape</li> <li>• Solve simple real life problems related to length</li> </ul>
	<b>Use 2-D shapes to cover surfaces</b>	<ul style="list-style-type: none"> <li>▪ Cover 2-D shapes with squares and rectangles</li> <li>▪ Count the number of squares, rectangles that just cover a 2-D shape</li> </ul>		<b>Develop the concept of area</b>	<ul style="list-style-type: none"> <li>• Explain the term area</li> <li>• Compare the area of two shapes by counting the number of squares or rectangles that just cover it.</li> </ul>
	<b>Estimate and accurately measure capacity using basic standard units</b>	<ul style="list-style-type: none"> <li>▪ Compare estimates, measure and record the capacity of containers using the litre as a unit of measure</li> <li>▪ Describe situations in real life where the litre is used as the unit of measure</li> <li>▪ Solve simple real life problems related to capacity</li> </ul>		<b>Compare capacities of different objects using basic standard units</b>	<ul style="list-style-type: none"> <li>• Justify the need for the litre as a unit of measure of capacity</li> <li>• Compare estimates, measure and record the capacity of containers using the litre as a base for identifying <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math> and <math>\frac{3}{4}</math> litre</li> <li>• Solve simple real life problems involving capacity</li> </ul>
<b>Estimate and accurately measure mass using standard units</b>	<ul style="list-style-type: none"> <li>▪ Compare estimates, measure and record the mass of everyday things using the kg as the unit of measure</li> <li>▪ Identify and discuss situations in everyday life where the kg is used as unit of measure</li> <li>▪ Compare the mass of two or three objects</li> <li>▪ Solve simple real life problems related to mass</li> </ul>		<b>Compare the relationships among the more commonly used units of mass</b>	<ul style="list-style-type: none"> <li>• Justify the need for gram as a unit of mass</li> <li>• Describe situations in real life where the gram is used as a unit of measure</li> <li>• Compare estimates, measure and record the mass of everyday things in grams</li> <li>• State the relationships between the kg and g</li> <li>• Solve simple real life problems involving kg and g</li> </ul>	

	<p><b>Tell time in different ways appropriate to age; create and solve time related problems</b></p>	<ul style="list-style-type: none"> <li>▪ Read date and month from a calendar.</li> <li>• Tell, read, write and represent time on the hour, half-hour and quarter hour in variety of ways. on an analogue or digital clock</li> <li>▪ <b>Create and solve problems involving time and duration.</b></li> </ul>	<p><b>Find duration between events and develop an understanding of the relationship between different units of time</b></p>	<ul style="list-style-type: none"> <li>• Tell, read, write and represent time on the hour, half-hour, quarter hour and five minute interval in variety of ways</li> <li>• State and write dates in a variety of ways and calculate the duration between given dates</li> <li>• Use time related vocabulary to describe real life situations e.g. anniversary, decade, century, millennium and leap year</li> <li>• Create and solve problems involving time and duration.</li> </ul>
	<p><b>Create and solve real life problems involving simple calculations of money</b></p>	<ul style="list-style-type: none"> <li>▪ Read and write amounts of money up to \$1000</li> <li>▪ Represent amounts of money up to \$50 using various combinations of notes, \$1 coins and other coins as necessary</li> <li>▪ Calculate the cost of a set of items given cost of that item</li> <li>▪ Create and solve problems involving money with various amounts</li> </ul>	<p><b>Create and solve real life problems involving calculations for buying and selling items</b></p>	<ul style="list-style-type: none"> <li>• Read and write amounts of money up to \$10000</li> <li>• Represent amounts of money up to \$100 using various combinations of notes and coins.</li> <li>• Calculate the cost of a set of items given cost of that item and vice-versa</li> <li>• Create and solve simple real life problems involving cost price, and selling price.</li> </ul>

<b>SUBJECT: MATHEMATICS STRAND 4: STATISTICS &amp; DATA HANDLING KEY STAGE: 2</b>					
<b>ATTAINMENT TARGET: The learner will be able use a variety of strategies to collect, organise, analyse and interpret data to make decisions and solve problems.</b>					
We will know that the learner has achieved this attainment target when she/he can	<b>GRADE: 3</b>			<b>GRADE: 4</b>	
	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>		<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>
	<b>LO 1 DATA COLLECTION</b>				
	<b>Collect data through observation and interview and record results.</b>	<ul style="list-style-type: none"> <li>▪ Explain when it is appropriate to use observation and interview to collect data.</li> <li>▪ Collect sets of data related to their interest through observation and simple interviews</li> <li>▪ Use number statements to record collected data</li> </ul>		<b>Collect data to solve simple problems through observation and interview</b>	<ul style="list-style-type: none"> <li>▪ Create simple real life problems that may be answered through observation and interview</li> <li>▪ Develop simple interview schedules</li> <li>▪ Collect data related to their interest using observation or interview schedule to solve simple real life problems</li> </ul>
	<b>LO 2 DATA REPRESENTATION &amp; INTERPRETATION</b>				
<b>Use, construct and interpret simple pictographs, charts and tables.</b>	<ul style="list-style-type: none"> <li>▪ Read the data presented in simple pictographs, bar graphs and tables</li> <li>▪ Construct simple pictographs, bar graphs and tables for real life problems</li> <li>▪ Interpret the data presented in simple pictographs, bar graphs and tables</li> </ul>		<b>Use, construct and interpret pictographs and charts using simple scales</b>	<ul style="list-style-type: none"> <li>▪ Explain why it may be necessary to use one picture or block to represent more than one unit of data</li> <li>▪ Read data presented in pictographs and bar graphs that use a simple scale in real life problems.</li> <li>▪ Select an appropriate method and scale to represent a set of collected data. In real life problems.</li> <li>▪ Interpret data presented in pictographs and bar graphs that use a simple scale in real life problems.</li> </ul>	

# SCIENCE

Key Stage 2

## LEARNING OUTCOMES & SUCCESS CRITERIA

Grades 3 - 4

<b>SUBJECT: SCIENCE AND TECHNOLOGY STRAND: 1 LIFE SCIENCE KEY STAGE: 2</b>				
<b>ATTAINMENT TARGET: The learner will be able to confidently copy scientific and technology knowledge and skills in everyday situation to demonstrate an appreciation of adversity and inter-relationships in the environment.</b>				
We will know that the learner has achieved this attainment target when she/he can	<b>GRADE: 3</b>		<b>GRADE: 4</b>	
	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>
	<b>LO 1 LIVING THINGS IN THE ENVIRONMENT</b>			
	<b>Investigate the habitats of local plants and animals</b>	<ul style="list-style-type: none"> <li>▪ Observe the characteristics of at least two habitats (e.g. mangrove swamps, rainforests, ponds, sea-shore, rivers, trees, etc)</li> <li>▪ Observe and compare the different habitats observed above</li> <li>▪ Name some organisms, that are related to the different habitats mentioned above</li> </ul>	<b>Describe the ecosystem of the local environment</b>	<ul style="list-style-type: none"> <li>▪ Research the terms habitat, environment, ecology and ecosystem</li> <li>▪ Identify non-living (abiotic) factors in an ecosystem and show how they contribute to the support of life</li> <li>▪ Give examples of interactions among biotic elements in an ecosystem</li> </ul>
	<b>LO 2 PLANTS AND ANIMALS</b>			
	<b>Describe the and explain plant reproduction using common plants</b>	<ul style="list-style-type: none"> <li>▪ Discuss and describe sexual and asexual reproduction in plants.</li> <li>▪ Classify plants as flowering and non-flowering</li> <li>▪ Study a flowering plant found in your school surroundings.</li> </ul>	<b>Describe and explain the reproduction of animals and humans</b>	<p>Observe and discuss the development of a butterfly</p> <ul style="list-style-type: none"> <li>▪ Describe simply reproduction in human beings.</li> <li>▪ Discuss and explain reproduction in birds</li> <li>▪ Discuss and explain reproduction in fish</li> </ul>
<b>LO 3 ADAPTATIONS OF ORGANISMS</b>				
<b>Demonstrate different ways by which plants and animals interact in their local environment</b>	<ul style="list-style-type: none"> <li>▪ Identify species in a food chain as herbivores and carnivores</li> <li>▪ Describe the types of relationships in which organisms work together or against each other (e.g. parasites)</li> <li>▪ Explain what happens when any part of a food chain is disrupted or broken</li> </ul>	<b>Demonstrate and understand that cells are the building blocks of all organisms</b>	<ul style="list-style-type: none"> <li>▪ Identify cells as the building block of all organisms</li> <li>▪ Use blocks to show that all organisms are made up of cells</li> <li>▪ Observe* cells in an onion skin and draw what they see</li> </ul>	

<b>SUBJECT: SCIENCE AND TECHNOLOGY STRAND: 2 EARTH AND SPACE KEY STAGE: 2</b>				
<b>ATTAINMENT TARGET: The learner will be able to confidently apply scientific and technological skills in everyday situations, to demonstrate an appreciation of diversity and inter-relationships in the environment</b>				
We will know that the learner has achieved this attainment target when she/he can	<b>GRADE: 3</b>		<b>GRADE: 4</b>	
	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>
	<b>LO 1 WEATHER AND CLIMATE</b>			
	<b>Compare weather conditions in different parts of Dominica</b>	<ul style="list-style-type: none"> <li>▪ Discuss what is weather</li> <li>▪ Discuss weather conditions in different parts of the Dominica</li> <li>▪ Distinguish between weather conditions by examining simple weather charts or reports</li> </ul>	<b>Construct and use instruments to measure to record the weather and interpret the results</b>	<ul style="list-style-type: none"> <li>▪ Use a wind vane and a compass to observe wind direction</li> <li>▪ Design and construct the following weather instruments:               <ul style="list-style-type: none"> <li>○ <i>Wind vane with 8 cardinal points</i></li> <li>○ <i>An anemometer</i></li> <li>○ <i>A simple working thermometer</i></li> </ul> </li> <li>▪ Use these instruments to keep records</li> <li>▪ Record weather using appropriate symbols</li> <li>▪ Summarize and represent data from their recording of weather by using bar charts</li> </ul>
	<b>LO 2 RESOURCES</b>			
	<b>Demonstrate an understanding of the earth's resources and their sustainability</b>	<ul style="list-style-type: none"> <li>▪ Identify and discuss earth's resources to include air, soils, water and rocks.</li> <li>▪ Classify earth's resources as renewable and non-renewable</li> <li>▪ Discuss the uses of different resources</li> </ul>	<b>Investigate the physical properties of soil, water and air</b>	<ul style="list-style-type: none"> <li>▪ Discuss the physical properties of air</li> <li>▪ Distinguish between various soils on the basis of physical properties</li> <li>▪ Investigate the water holding capacity of different soils (sandy, clay, loam)</li> </ul>
	<b>LO 3 SOLAR SYSTEM</b>			
<b>Develop an awareness of the moon cycle</b>	<ul style="list-style-type: none"> <li>▪ Observe, describe and record the appearance of the moon at different times of the month</li> </ul>	<b>Understand how the earth and work together to form night and day</b>	<ul style="list-style-type: none"> <li>▪ Explain the relationship between the earth and sun</li> <li>▪ Use models to demonstrate rotation</li> <li>▪ Demonstrate how night and day are formed</li> <li>▪ Construct a simple sun dial</li> </ul>	

<b>SUBJECT: SCIENCE AND TECHNOLOGY</b>		<b>STRAND: 3 PHYSICAL SCIENCE</b>		<b>KEY STAGE: 2</b>	
<b>ATTAINMENT TARGET: The learner will be able to confidently demonstrate through the application of scientific and technology skills or practical understanding of the properties of matter</b>					
We will know that the learner has achieved this attainment target when she/he can	<b>GRADE: 3</b>			<b>GRADE: 4</b>	
	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>		<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>
	<b>LO 1 ENERGY</b>				
	<b>Investigate fuels and the sun as sources of heat and light energy</b>	<ul style="list-style-type: none"> <li>▪ Discuss and identify natural and man-made objects that emit heat and light</li> <li>▪ Explain the role of the sun as the main provider of heat and light for living things</li> <li>▪ Discuss examples of fuels used in their country</li> </ul>		<b>Realise that heat and light affect matter</b>	<ul style="list-style-type: none"> <li>▪ Investigate the effects of heat on matter (e.g. change in temperature)</li> <li>▪ Investigate the way light does or does not pass through different materials</li> <li>▪ Compare various ways in which heat is transferred</li> </ul>
	<b>LO 2 FORCES</b>				
	<b>Realize that objects can exert forces on other objects from a distance.</b>	<ul style="list-style-type: none"> <li>▪ Observe the effects of magnet and electrical charged objects on the motion of different materials (iron filings will be moved by a magnet where as grains of sugars will not)</li> <li>▪ Classify substances as magnetic and non-magnetic</li> <li>▪ Observe different kinds of motion and indicate whether the motion is caused by magnetic, static electricity, gravity or applied force</li> <li>▪ Demonstrate how a magnet works</li> </ul>		<b>Develop the capability to alter the shape and strength of structures to minimise the effect of forces</b>	<ul style="list-style-type: none"> <li>▪ Observe and describe ways in which the strength of materials can be altered</li> <li>▪ Describe using observations forces that can alter the shape of materials and structures (e.g. bending, squashing, stretching)</li> <li>▪ Observe that the materials used in a structure affect it's strength</li> </ul>
<b>LO 3 MATTER</b>					
<b>Understand that the amount of matter and the space it occupies can be measured</b>	<ul style="list-style-type: none"> <li>▪ List some physical properties of matter</li> <li>▪ Determine the physical properties of matter by using instruments</li> <li>▪ Measure definite volumes and mass of materials</li> <li>▪ List examples of physical changes</li> </ul>		<b>Understand that materials may interact differently with other materials and objects</b>	<ul style="list-style-type: none"> <li>▪ Investigate and compare the physical properties of materials (e.g. soluble and insoluble etc)</li> <li>▪ Identify properties of materials that make them suitable for physical purposes</li> <li>▪ Compare objects used for the same purpose but made of different materials</li> <li>▪ List the advantages and disadvantages of using each type of material stated above</li> </ul>	

<b>SUBJECT: SCIENCE AND TECHNOLOGY STRAND: 4 AGRICULTURE SCIENCE KEY STAGE: 2</b>				
<b>ATTAINMENT TARGET: The learner will be able to apply scientific and technology knowledge and skills to identify and solve particular problems related to the sustainable use of agriculture resources to facilitate production and marketing to meet the needs of society</b>				
We will know that the learner has achieved this attainment target when she/he can	<b>GRADE: 3</b>		<b>GRADE: 4</b>	
	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>
	<b>LO1 AGRICULTURAL PRACTICES</b>			
	<b>Investigate the conditions necessary for the germination of seeds</b>	<ul style="list-style-type: none"> <li>▪ List conditions necessary for germination</li> <li>▪ Investigate the effects of moisture, air and warmth on germination</li> <li>▪ Record and present the results of their investigation in tables and bar graphs</li> </ul>	<b>Carry-out pre-planting activities in agriculture</b>	<ul style="list-style-type: none"> <li>▪ List activities that are carried out before plants are planted/seeds are sewn</li> <li>▪ Place in proper sequence the various activities that must be done before crops are planted</li> <li>▪ Demonstrate how various crops are planted</li> </ul>
	<b>LO 2 CROPS</b>			
	<b>Understand that crops are grown for different purposes</b>	<ul style="list-style-type: none"> <li>▪ Identify crops grown in the Caribbean</li> <li>▪ Group crops according to given criteria (import, export)</li> <li>▪ Identify products manufactured from some crops</li> </ul>	<b>Demonstrate an understanding of the nutritional needs of plants</b>	<ul style="list-style-type: none"> <li>▪ List the major and minor nutrients needed by plants</li> <li>▪ State at least one function of each major nutrients</li> <li>▪ Name at least 2 deficiencies associated with various nutrients</li> </ul>
<b>LO 3 ANIMALS</b>				
<b>Use agronomic practices to control pests and diseases in agriculture</b>	<ul style="list-style-type: none"> <li>▪ Name and describe two ways of controlling pests in plants</li> <li>▪ Describe 2 ways of controlling weeds</li> <li>▪ Name and describe at least two diseases affecting agricultural crops</li> <li>▪ Describe ways of controlling these diseases</li> </ul>	<b>Care for some animals used in agriculture</b>	<ul style="list-style-type: none"> <li>▪ List some animals used in agriculture</li> <li>▪ Name some of the breeds of animals</li> <li>▪ Describe the characteristics of the breeds selected</li> <li>▪ Participate in the caring of an animal at home, school, or on a farm near you.</li> <li>▪ Write a report on the animal you cared for and share it with your class.</li> </ul>	

Learning outcomes and success criteria will be adjusted to address children with special needs within the curriculum guides through differentiation.

Values and attitudes will be addressed in the activities so as to help students to acquire these through working constantly towards this affective domain

ICT will be used as a tool for information gathering and processing such as the development of graphs, charts and tables where possible within the science programme. In schools where computer hardware is available teachers will be encouraged to make use of the same. Workshops will be organized to facilitate teachers.

# **SOCIAL SCIENCES**

**Key Stage 2**

**LEARNING OUTCOMES & SUCCESS  
CRITERIA**

**Grades 3 - 4**

SUBJECT: SOCIAL SCIENCES		STRAND: 1 CIVIC IDEALS AND PRACTICE		KEY STAGE: 2		
<b>ATTAINMENT TARGET:</b> The learner will be able to demonstrate knowledge, understanding and appreciation of their national identity, groups, governance, civic rights and responsibilities.						
We will know that the learner has achieved this attainment target when she/he can	GRADE: 3			GRADE: 4		
	<b>LEARNING OUTCOMES</b>		<b>SUCCESS CRITERIA</b>		<b>LEARNING OUTCOMES</b>	
	<b>LO 1 PATRIOTISM</b>					
	<b>Appreciate and examine relevance of some of our national symbols.</b>		<ul style="list-style-type: none"> <li>• Explain the words of the national Pledge and Prayer</li> <li>• Find out the origin of the national Pledge, Prayer, Flag, Flower, Bird and Anthem.</li> <li>• Demonstrate acceptable behaviours towards national symbols.</li> <li>• Explain the importance of the national symbols to them and their country.</li> <li>• Discuss independence celebrations</li> </ul>		<b>Recognise and appreciate the importance of our national identity.</b> <ul style="list-style-type: none"> <li>• Describe some things that make us Dominican.</li> <li>• Give reasons why they should be proud Dominicans.</li> <li>• Use a variety of ways to show their national identity.</li> <li>• Demonstrate respect for national symbols(human and non-human)</li> <li>• Discuss their role in independence celebrations.</li> </ul>	
	<b>LO 2 COOPERATION</b>					
	<b>Demonstrate the ability to work for the benefit of their country, showing respect for self and concern and tolerance for others.</b>		<ul style="list-style-type: none"> <li>▪ Demonstrate good work attitude</li> <li>▪ Discuss the ways in which they can help to build their country.</li> <li>▪ Find out about how people long ago cooperated to get work done.</li> <li>▪ Show concern for others especially the elderly and physically/mentally challenged.</li> </ul>		<b>Demonstrate understanding of the importance of a Cooperative.</b> <ul style="list-style-type: none"> <li>▪ Visit a cooperative in their community.</li> <li>▪ Describe how a cooperative impacts on people.</li> <li>▪ Work on a class/school project to explore some of the activities /principles of a cooperative.</li> <li>▪ Design an illustration to depict cooperation.</li> <li>▪ Join a school cooperative.</li> </ul>	
<b>LO 3 RIGHTS RESPONSIBILITIES AND GOVERNANCE</b>						
<b>Recognise and appreciate their rights and responsibilities as citizens and examine the importance of leaders in a country.</b>		<ul style="list-style-type: none"> <li>• Discuss their rights and responsibilities as Dominicans.</li> <li>• Identify the persons/ groups in their community,/country who protect their rights.</li> <li>• Demonstrate respect for the rights of others.</li> <li>• Identify some of their country's leaders and discuss their importance.</li> </ul>		<b>Recognise and appreciate their rights and responsibilities in choosing leaders.</b> <ul style="list-style-type: none"> <li>• Discuss the importance of electoral processes in their community / country.</li> <li>• Describe how a Village / Town council election is conducted.</li> <li>• Participate in a mock class or village /town election.</li> <li>• Discuss the rights and responsibilities of the people in choosing their leaders.</li> </ul>		

<b>LO 4 GROUPS</b>				
	<p><b>Recognise and appreciate the benefits of belonging to a group.</b></p>	<ul style="list-style-type: none"> <li>▪ Find out about different types of groups and their activities.</li> <li>▪ Give reasons why people should or should not belong to a particular group.</li> <li>▪ Share their experiences about a group to which they belong.</li> <li>▪ Illustrate the benefits of a group</li> <li>▪ Give a promotional talk about their favourite group.</li> </ul>	<p>Examine the process of selecting leaders or members for various functions in social groups.</p>	<ul style="list-style-type: none"> <li>• Follow the steps in selecting a leader in their class.</li> <li>• Compare selection of social group leaders or members with political leaders.</li> <li>• Perform some of the functions of group leaders or members of a group</li> <li>• Talk about a prominent leader or members of a specific group.</li> </ul>

SUBJECT: SOCIAL SCIENCES		STRAND: 2 LOCATION, PLACES, PEOPLE		KEY STAGE: 2	
<b>ATTAINMENT TARGET:</b> The learner will be able to demonstrate understanding of location, its relationship with the weather, climate and origins of people and their religion, cultural beliefs and social practices.					
We will know that the learner has achieved this attainment target when she/he can	<b>GRADE: 3</b>			<b>GRADE: 4</b>	
	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>		<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>
	<b>LO 1 LOCATION</b>				
	<b>Locate important places or features on the map of Dominica.</b>	<ul style="list-style-type: none"> <li>Identify and draw the map of Dominica.</li> <li>Locate the positions of places, water bodies, and features on the map.</li> <li>Describe locations using cardinal points.</li> <li>Discuss how the location of these places help or hinder people's activities.</li> <li>Follow or give direction to selected sites of interest.</li> </ul>		<b>Study the location of Dominica in relation to the Caribbean and examine the benefits of the location to us.</b>	<ul style="list-style-type: none"> <li>Describe and locate Dominica on a Caribbean map.</li> <li>Locate the various Caribbean islands and island groupings on a map of the Caribbean.</li> <li>Conduct group projects to find information about the physical similarities and differences among selected islands.</li> <li>Explain how we benefit from our location in the Caribbean- (economic, education, health, culture.)</li> </ul>
	<b>LO 2 PHYSICAL EARTH, NATURAL PHENOMENA AND CLIMATE</b>				
	<b>Recognise that the earth is like a globe and has many features which impact on mans' activities.</b>	<ul style="list-style-type: none"> <li>Study a globe and discuss its shape and water /land distributions.</li> <li>Demonstrate an understanding of how rivers and lakes are formed.</li> <li>Make models of rivers, valleys, mountains, lakes, and waterfalls and describe their features.</li> <li>Explain how these features are important to the everyday activities of people..</li> </ul>		<b>Investigate conditions of the earth which impact man and describe the role of disaster preparedness and management.</b>	<ul style="list-style-type: none"> <li>Describe how a hurricane, earthquake, or volcanic eruption occurs.</li> <li>Demonstrate a volcanic eruption</li> <li>Discuss what happens to people and their surroundings during these phenomena</li> <li>Identify appropriate actions to be taken before, during and after any one of these phenomena.</li> <li>Discuss how people cooperate during these events.</li> </ul>
<b>LO 3 PEOPLE AND ORIGIN</b>					
<b>Explain the characteristics of the indigenous people- Caribs of Dominica.</b>	<ul style="list-style-type: none"> <li>Investigate who the Caribs are, where they come from, why they came, what they brought with them?</li> <li>Visit a Carib Village and make a presentation.</li> <li>Speak some Carib words</li> <li>Correspond with a Carib child in their country or another.</li> </ul>		<b>Examine the contribution of other ancestors to the development of their country.</b>	<ul style="list-style-type: none"> <li>Categorise the groups of people who came to the Caribbean and identify their ethnicity</li> <li>Talk about why the Africans came and why we are descendants, what they brought, and how they helped their country to grow.</li> <li>Describe the role of Bala h and other slaves to Dominica.</li> <li>Compare their way of life with modern day living.</li> <li>Show appreciation for their role in shaping who we are.</li> <li>Visit a site of historic consequence to our ancestors.</li> </ul>	

SUBJECT: SOCIAL SCIENCES		STRAND: 3 RESOURCES		KEY STAGE: 2	
<b>ATTAINMENT TARGET:</b> The learner will be able to understand the sustainable use of resources and the effects of human activities on these resources and the environment.					
We will know that the learner has achieved this attainment target when	<b>GRADE: 3</b>			<b>GRADE: 4</b>	
	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>		<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>
	<b>LO 1 TYPES,USES,AVAILABILITY &amp; LOCATION</b>				
	<b>Recognise and appreciate the resources in their country and their uses.</b>	<ul style="list-style-type: none"> <li>Identify and classify the natural/manmade resources of the country- water land, forests, and people, bridges, buildings.</li> <li>Find out how some of these resources are used for the benefit of the people of the country and others (tourists)</li> <li>Suggest some rules for the use of our resources.</li> </ul>		<b>Understand and appreciate the major resources of Caribbean islands and their uses.</b>	<ul style="list-style-type: none"> <li>Classify the major resources of selected islands/territories of the Caribbean.</li> <li>Compare resources of other Caribbean territories with resources in their country.</li> <li>Discuss how some of these resources are used for the benefit of the country.</li> <li>Investigate a major industry of any Caribbean territory.</li> </ul>
	<b>LO 2 CONSERVATION/PRESERVATION OF RESOURCES.</b>				
	<b>Demonstrate understanding of the importance of conserving/ Preserving the natural and man-made resources in their country.</b>	<ul style="list-style-type: none"> <li>Identify persons /groups that work to preserve /conserve our natural and man-made resources. (Solid waste department, ECU, WEF, SHAPE., Councils).</li> <li>Discuss why some natural and man-made resources should be preserved (-turtles., buildings)</li> <li>Find out about some man made resources, which are preserved in their country- (mills, tracks, roads, bridges, buildings.)</li> <li>Make a visual of resources in their country to depict how they are conserved and preserved.</li> </ul>		<b>Recognise the importance of laws to conserve and preserve resources in their country.</b>	<ul style="list-style-type: none"> <li>Discuss the differences between conservation and preservation of resources.</li> <li>In groups, draw up rules to conserve/preserve selected natural and man-made resources.</li> <li>Study conservation rules and suggest any changes that are necessary.</li> <li>Participate in activities, which require following conservation/preservation rules in their country.</li> </ul>
<b>LO3 ECONOMIC ACTIVITY</b>					
<b>Explain and appreciate the importance of economic activities to their country.</b>	<ul style="list-style-type: none"> <li>Describe the activities involved in tourism, agriculture, fishing, and services which provide employment for people.</li> <li>Differentiate between the goods and services provided and the major businesses /institutions involved.</li> <li>Discuss how tourism/agriculture benefit our people and the tourists.</li> <li>Demonstrate appreciation for the people who provide goods and services for their country.</li> </ul>		<b>Develop an understanding of the production and provision of goods and services in their country.</b>	<ul style="list-style-type: none"> <li>Find out about the processes involved in the production of goods and services.</li> <li>Discuss what is our tourism product and how it benefits others and us.</li> <li>Describe the roles of individuals /groups in the tourism / agricultural industry</li> <li>Compare the production of goods locally with imported goods.</li> <li>Participate in a buy local campaign to promote the importance of eating and buying local.</li> <li>Discuss the jobs that are necessary for their country.</li> </ul>	

SUBJECT:		STRAND: 4 SOCIAL ISSUES AND CHANGE		KEY STAGE: 2	
<b>ATTAINMENT TARGET:</b> The learner will be able to think critically to explore Social Issues and Change, how they impact on Society and how persons can make a positive contribution to their society.					
We will know that the learner has achieved this attainment target when she/he can	GRADE 3			GRADE 4	
	LEARNING OUTCOMES	SUCCESS CRITERIA	LEARNING OUTCOMES	SUCCESS CRITERIA	
	<b>LO 1 SOCIAL ISSUES</b>				
	<b>Determine how social issues in one community may affect others and how they may be resolved.</b>	<ul style="list-style-type: none"> <li>List some common problems in the community and in small groups choose one different problem and find out(how that problem affects others, the causes of the problem, what people in the community do about the problem)</li> <li>Discuss and illustrate how they would deal with a particular problem.</li> </ul>	<b>Investigate some of the major social issues affecting Dominica and their impact on the country's growth.</b>	<ul style="list-style-type: none"> <li>Select two major issues (drugs, HIV/ AIDS, hunger etc) and discuss ways in which the issue impacts on family, the community and the country.</li> <li>Suggest solutions to prevent these issues</li> <li>Study data on one of these issues and discuss what they understand and the implications for their country.</li> </ul>	
<b>LO 2 SOCIAL CHANGE</b>					
<b>Recognise and show appreciation for some of the physical changes, which have taken place in their country.</b>	<ul style="list-style-type: none"> <li>Visit some of the historical sites – old mills, estates, and compare them with present day factories and plantations.</li> <li>Find out about the local markets, roads, rivers, in their country and report about the activities that took place then and now.</li> <li>Illustrate some of the changes that have taken place in their country.</li> </ul>	<b>Examine some changes, which have taken place in the way of life of Dominicans.</b>	<ul style="list-style-type: none"> <li>Discuss the type of work people do now and compare with those done before.</li> <li>Find out reasons why Dominicans leave their country, while others come in to their country.</li> <li>Discuss how migration affects the population.</li> <li>Compare modes of travel and communication now and then.</li> </ul>		

# HEALTH & FAMILY LIFE EDUCATION

Key Stage 2

LEARNING OUTCOMES & SUCCESS  
CRITERIA

Grades 3 - 4

SUBJECT: HEALTH AND FAMILY LIFE EDUCATION		SOCIAL, EMOTIONAL& SPIRITUAL WELL-BEING		STRAND:1	KEY STAGE 2
<b>ATTAINMENT TARGET:</b> The learner will be able to demonstrate an appreciation of the diverse nature of people, to live and work effectively as an individual, a member of a family and a community with respect for gender equity, individual rights responsibility and show reverence to the supreme creator.					
LEARNING OUTCOMES		SUCCESS CRITERIA		LEARNING OUTCOMES	
GRADE: 3		GRADE: 3		GRADE: 4	
<b>LO 1: PERSONAL/EMOTIONAL WELL-BEING</b>					
<b>Demonstrate self confidence and responsibility in building good relationships.</b>	<ul style="list-style-type: none"> <li>• Demonstrating good communication skills by participating in listening and speaking activities and games</li> <li>• Make plans to work together as a group to complete a task</li> <li>• Participate in group activities by offering inputs and accepting those of others.</li> <li>• Give and receive comments about their own behaviour and that of others.</li> </ul>	<b>Demonstrate good self image &amp; sensitivity when communicating with others to resolve conflict</b>	<ul style="list-style-type: none"> <li>• Use local stories to demonstrate concern for and interest in the other person's feelings, wants and needs.</li> <li>• Demonstrate an awareness of diversity through participation in different activities (e.g. role play, singing, stories)</li> <li>• Speak respectfully to others without rancour.</li> <li>• Respect those in authority.(e.g. no talking back, disobedience)</li> </ul>		
<b>LO 2: SPIRITUAL WELL BEING</b>					
<b>Demonstrate awareness of what is right and wrong according to one's own faith</b>	<ul style="list-style-type: none"> <li>• Encourage each other to do what is right.</li> <li>• Render service to each other even in small ways.</li> <li>• Treat each other fairly.</li> <li>• Work co-operatively with each other.</li> </ul>	<b>Show tolerance and respect for other people's faiths and beliefs</b>	<ul style="list-style-type: none"> <li>• Role play how they should show respect for other places of worship.</li> <li>• Work as a team to achieve a common goal with others of different faiths.</li> <li>• Use dramatic form to show respect for beliefs of others.</li> </ul>		
<b>LO 3: SOCIAL WELL BEING</b>					
<b>Participate in meaningful activities to help themselves and others to develop positively</b>	<ul style="list-style-type: none"> <li>• Assist and encourage others to develop/improve personal skills/talents.</li> <li>• Respect and lend assistance to those who ask for help.</li> <li>• Encourage others to visit sick/shut- in people.</li> </ul>	<b>Demonstrate work spirit through participation in group activities at school</b>	<ul style="list-style-type: none"> <li>• Treat others fairly regardless of gender, race or creed.</li> <li>• Collaborate as a team using personal skills, talents and knowledge to the full.</li> <li>• Show willingness to compromise.</li> <li>• Practice effective communication skills.</li> <li>• Anticipate needs of others and offer assistance.</li> </ul>		
<b>LO 4: WORK AND CAREERS</b>					
<b>Classify different categories of jobs in terms of their contribution to self, family and society</b>	<ul style="list-style-type: none"> <li>• Identify categories of jobs e.g. health worker, communication worker, service provider, self employed worker.</li> <li>• Discuss the contribution of jobs to self, family and society.</li> <li>• Identify and discuss how a lack of people for some jobs can impact poorly on the community.</li> </ul>	<b>Compare the skills needed to perform the jobs that interest them</b>	<ul style="list-style-type: none"> <li>• Identify jobs that interest them, give reasons.</li> <li>• Compare and contrast the skills needed to perform the jobs that interest them and explain how they are suited to those jobs.</li> <li>• Do a project on the job that interests them.</li> </ul>		

SUBJECT: HEALTH AND FAMILY LIFE EDUCATION		APPROPRIATE EATING AND FITNESS		STRAND:2		KEY STAGE 2	
ATTAINMENT TARGET: The learner will be able to recognise and appreciate the benefits of appropriate dietary and fitness habits to promote healthy lifestyles for themselves, their families and the nation							
LEARNING OUTCOMES		SUCCESS CRITERIA		LEARNING OUTCOMES		SUCCESS CRITERIA	
GRADE: 3				GRADE: 4			
<b>LO1: DRUGS</b>							
<b>Understand that drugs and other substances can lead to addiction</b>		<ul style="list-style-type: none"> <li>Use literature to discuss the stages and dangers of addiction.</li> <li>List and categorise legal and illegal drugs that people can become addicted to e.g. alcohol, coffee, tobacco, marijuana.</li> <li>Prepare and questions to an ex-drug addict and discuss issues that arise.</li> <li>Express feelings and opinions about persons who are addicted to drugs.</li> <li>Name some socially accepted drugs that can lead to addiction (e.g. alcohol, tobacco) and discuss the effects on health.</li> </ul>		<b>Explain the effects of drugs and other substances on the individual, the family and the community</b>		<ul style="list-style-type: none"> <li>Role-play what happens when people over use socially acceptable drugs abuse of drugs and other addictive substances.</li> <li>Prepare and give a presentation (orally, visually and in print) on the effect of drugs on the individual and family.</li> <li>Share knowledge gained from different media texts to about the effects of drug on the community.</li> </ul>	
<b>LO 2: NUTRITION</b>							
<b>Explain the benefits of nutritious foods and drinks to the individual and family</b>		<ul style="list-style-type: none"> <li>Draw healthy meals representing food from each food group and explain the importance of this. Identify, discuss and bring nutritious snacks for at least 2 weeks.</li> <li>In groups develop strategies to encourage peers to eat healthier snacks.</li> <li>Suggest ways to influence parents to cook meals from each food group.</li> </ul>		<b>Plan a meal for a family with a specific budget</b>		<ul style="list-style-type: none"> <li>Identify the meal discuss the different needs of the family members</li> <li>Select the dishes/food for the family looking at the budget.</li> <li>Research and prepare a shopping list with costs within the budget.</li> <li>Prepare one recipe for one dish from your meal with costs using visual and print</li> </ul>	
<b>LO 3: FITNESS, REST &amp; HYGIENE</b>							
<b>Apply hygiene &amp; fitness practices at home and school</b>		<ul style="list-style-type: none"> <li>Display proper hygiene behaviours e.g. sneezing in handkerchiefs.</li> <li>Develop and use strategies to encourage others to engage in hygiene practices.</li> <li>Participate in fitness activities at school.</li> <li>Role play the effects of good/poor hygiene practices on class relationships.</li> </ul>		<b>Conduct a group research to understand the benefits of diet, training, hygiene and rest</b>		<ul style="list-style-type: none"> <li>Investigate the contribution of diet, training, hygiene and rest to fitness and good health and make a report.</li> <li>Participate in fitness programmes at school .</li> </ul>	

SUBJECT: HEALTH AND FAMILY LIFE EDUCATION		SEXUALITY AND SEXUAL HEALTH		STRAND:3		KEY STAGE 2	
<b>ATTAINMENT TARGET:</b> The learner will be able to develop a critical understanding of human sexuality, analyse the influence of socio-cultural and economic factors on the expression of sexuality and demonstrate the ability to make appropriate choices relating to their sexual well-being							
LEARNING OUTCOMES		SUCCESS CRITERIA		LEARNING OUTCOMES		SUCCESS CRITERIA	
GRADE: 3				GRADE: 4			
<b>LO: 1 GENDER AND SEXUALITY</b>							
<b>Discuss the different types of jobs associated with males and females</b>		<ul style="list-style-type: none"> <li>Interview members of the family and school about the jobs they associate with males and females and state why</li> <li>Make a presentation to share their information e.g. visual, role play, bar charts etc</li> <li>Discuss their feelings about the information presented e.g. destroy any myths</li> <li>In groups provide evidence to dispel myths about the types of jobs males and females can do</li> </ul>		<b>Explore different emotions, their causes and ways to handle them</b>		<ul style="list-style-type: none"> <li>In groups, role play a variety of situations that evoke different emotions using pre-prepared stimuli (e.g. pictures, words, as emotion cards)</li> <li>In the same groups, role play ways of managing the emotions illustrated by another group e.g. when to turn away, stay calm, scream, run.</li> <li>Analyse behaviour in emotional situations that arise at home and school (e.g. making fun of one another)</li> <li>Make a presentation of appropriate strategies for managing or coping with these emotional situations to demonstrate tolerance of each other</li> </ul>	
<b>LO: 2 SEXUAL BEHAVIOUR</b>							
<b>Demonstrate some understandings of the concept of sex and situations that that can put them at risk for sexual abuse</b>		<ul style="list-style-type: none"> <li>Describe the act of sex in simple and appropriate language</li> <li>Make a presentation of appropriate and inappropriate modes of dress for different occasions e.g. visual, role play</li> <li>Identify family arrangements and situations which put them at risk for sexual abuse</li> <li>Discuss the importance of home rules in relation to their coming and going etc</li> <li>Use literature and background knowledge to explain how the use of alcohol and other drugs can put them at risk for sexual abuse.</li> </ul>		<b>Demonstrate the use of appropriate strategies for resisting unwelcome sexual advances</b>		<ul style="list-style-type: none"> <li>Demonstrate ability to use appropriate language and action to resist sexual abuse (say NO and run away)</li> <li>Discuss ways to show &amp; expect respect in relation to their bodies e.g. touching them to make them feel uncomfortable</li> <li>Use literature and case studies to discuss situations in which assertiveness is used to resist sexual advances</li> <li>Role play and discuss ways to build a relationship of trust with an adult and the importance of such relationships.</li> <li>Explore where to find help when faced with unwelcome sexual advances</li> </ul>	
<b>LO: 3 SEXUALLY TRANSMITTED DISEASES/HIV AND AIDS</b>							
<b>Identify and discuss the different ways through which HIV &amp; STIs can be contracted</b>		<ul style="list-style-type: none"> <li>Use literature to find out ways that HIV AIDS and STIs (sexual intercourse ) can be contracted including sexual abuse, inappropriate behaviour etc and make a presentation</li> <li>Play games to show how easily HIV can be transmitted to people</li> <li>Produce a visual to show how they can keep themselves sexually healthy.</li> </ul>		<b>Discuss preventative methods for contracting HIV AIDS and other STIs and share with others</b>		<ul style="list-style-type: none"> <li>Use literature/visuals to</li> <li>give simple account how HIV and AIDS and STIs are contracted</li> <li>-Interview family members about different methods of</li> <li>prevention from HIV and AIDS, and STIs</li> <li>-Share the information with others through visuals/role play etc</li> <li>Discuss how they will protect themselves sexually</li> </ul>	

<b>SUBJECT: HEALTH AND FAMILY LIFE EDUCATION    MANAGING THE ENVIRONMENT    STRAND: 4    KEY STAGE 2</b>				
<b>ATTAINMENT TARGET: The learner will demonstrate the use of acquired life skills and positive attitudes in responding to challenges in the environment, make informed decisions using local, regional and global issues to ensure that the environment is sustained for use by present and future generations</b>				
	<b>LEARNING OUTCOMES</b>	<b>SCUCCESS CRITERIA</b>	<b>LEARNING OUTCOMES</b>	<b>SCUCCESS CRITERIA</b>
	<b>GRADE:3</b>		<b>GRADE:4</b>	
	<b>LO 1: ENVIRONMENTAL AWARENESS</b>			
	<b>Describe the potential dangers of environmental practices on our health</b>	<ul style="list-style-type: none"> <li>• Make a display of farming and household chemicals</li> <li>• Read labels and discuss the dangers associated with the use/handling and storage of the farming and house-hold chemicals.</li> <li>• Make a presentation in groups to demonstrate appropriate use/handling of the chemicals and disposal of garbage to keep the home and school clean and healthy.</li> </ul>	<b>Demonstrate an understanding of and help promote healthy practices within the school and home environment</b>	<ul style="list-style-type: none"> <li>• <b>Make a list of different types of garbage and classify it according to their own criteria and share with others.</b></li> <li>• <b>Discuss ways in which garbage can affect their health</b></li> <li>• <b>Make a visual of the ways of disposing of different categories of garbage at home, school and in the community</b></li> <li>• <b>Identify an area of the school that needs to be uplifted and write a letter to suggest ways to improve it. e.g. to the teacher, principal etc</b></li> <li>• Draw up share and display goals for promoting and maintaining a healthy home and school environment.</li> </ul>
	<b>LO 2: SAFETY</b>			
	<b>Examine situations and practices which contribute to a safe and healthy environment</b>	<ul style="list-style-type: none"> <li>• Create a visual to differentiate between proper/ improper storage and disposal of garbage.</li> <li>• Identify and discuss some common health problems caused by improper storage and disposal of garbage</li> <li>• Produce a text (print and visual) on ways of preventing the common illnesses.</li> <li>• Demonstrate an understanding of the danger of certain games (e.g. throwing stones) and certain places where they play (e.g. rivers/sea, pools) without adequate supervision.</li> </ul>	<b>Develop and apply strategies which will promote protection of the environment</b>	<ul style="list-style-type: none"> <li>• <b>Plan and research local activities that damage the environment</b></li> <li>• <b>Use findings to design a programme for better use of the environment to share with others.</b></li> <li>• Display in the school and community.</li> </ul>

# VISUAL & PERFORMING ARTS

Key Stage 2

## LEARNING OUTCOMES & SUCCESS CRITERIA

Grades 3 - 4

<b>SUBJECT: VISUAL AND PERFORMING ARTS STRAND: ART AND CRAFT KEY STAGE: 2</b>					
<b>ATTAINMENT TARGET: The learner will be able to work individually and collaboratively using the environment to develop an interest in and an appreciation for art and craft through designing, drawing, painting and creating patterns, pictures and craft objects.</b>					
We will know that the learner has achieved this attainment target when she/he can	<b>GRADE: 3</b>			<b>GRADE: 4</b>	
	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>		<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>
	<b>LO 1 CREATING</b>				
	<b>Express themselves through shapes, lines shading &amp; textures.</b>	<ul style="list-style-type: none"> <li>▪ Make and discuss free hand drawing with increased details.</li> <li>▪ Use various materials to create prints, images.</li> <li>▪ Differentiate between various textures</li> <li>▪ Make and display different types of materials.</li> </ul>	<b>Draw to portray experiences from real life and literature</b>	<ul style="list-style-type: none"> <li>▪ Make, discuss and display free hand drawings.</li> <li>▪ Use various materials to express thoughts, feelings.</li> <li>▪ Demonstrate awareness of how overlapping shapes can create an illusion of depth (e.g. Identify the element of design e.g. colour, shape, space, form.</li> </ul>	
	<b>LO 2 COLOURS</b>				
	<b>Demonstrate the ability to categorise, use and appreciate a wide range of colours</b>	<ul style="list-style-type: none"> <li>▪ List both primary and secondary colours</li> <li>▪ Colour objects using both primary and secondary colours</li> <li>▪ Categorise colours into primary and secondary colours</li> <li>▪</li> </ul>	<b>Categorize colours into different group types</b>	<ul style="list-style-type: none"> <li>▪ Group colours according to their families</li> <li>▪ Classify colours according to the moods they create (e.g. cool, warm, dull)</li> <li>▪ Give examples of colours that come in each category</li> <li>▪ Group colours according to the wet and dry seasons</li> </ul>	
<b>LO 3 DESIGN</b>					
<b>Use a variety of materials to create models and basic patterns</b>	<ul style="list-style-type: none"> <li>▪ Make basic stitches in thread work, crochet, embroidery, knitting</li> <li>▪ Create simple patterns</li> <li>▪ Design and build toys</li> </ul>	<b>Follow and give simple directions to create a pattern/model</b>	<ul style="list-style-type: none"> <li>▪ Follow simple directions, with and without visuals, that are heard/ read/viewed to complete projects related to stitching in weaving, straw work, paper work, etc</li> </ul>		

SUBJECT: VPA STRAND: 2 MUSIC KEY STAGE: 2					
ATTAINMENT TARGET: The learner will be able to confidently apply scientific and technological skills in everyday situations, to demonstrate an appreciation of diversity and inter-relationships in the environment					
We will know that the learner has achieved this attainment target when she/he can	GRADE: 3			GRADE: 4	
	LEARNING OUTCOMES	SUCCESS CRITERIA		LEARNING OUTCOMES	SUCCESS CRITERIA
	<b>LO 1 LISTENING</b>				
	<b>Identify , discuss and appreciate a meter of rhythmic phrases and simple melodies</b>	<ul style="list-style-type: none"> <li>▪ Identify and represent rhythm in two-four and three-four meter patterns as they are played (symbols, actions, movement)</li> <li>▪ Recognize differences and similarities of rhythmic patterns of phrases</li> <li>▪ Listen to selected pieces and draw what they see</li> <li>▪ Listen to music of different styles and identify rhythm pattern played</li> <li>▪ Listen and identify the solfa notes of the 5-note scale (pentatonic)</li> <li>▪ Play rhythmic games</li> </ul>	<b>Identify &amp; write meters of rhythmic phrases and melodies</b>	<ul style="list-style-type: none"> <li>▪ Listen and identify rhythm patterns of two-four and three-four meters and write them using crochets and quavers</li> <li>▪ Listen and identify rhythm patterns of four-four meter and represent them in a variety of ways.</li> <li>▪ Listen and complete different patterns, including those of four-four meter, in a variety of ways.</li> <li>▪ Listen and identify pieces of music recurring chorus (ABA)</li> <li>▪ Listen and echo pitches</li> <li>▪ Listen and order simple melodies from various styles (calypso, reggae, folk etc)</li> </ul>	
	<b>LO 2 CREATING</b>				
	<b>Make expressive use of some musical elements</b>	<ul style="list-style-type: none"> <li>▪ Play rhythm pattern as demonstrated by teacher</li> <li>▪ Dance to rhythm patterns played</li> <li>▪ Sing one part while listening to another</li> <li>▪ Sing or play the 5-note(pentatonic) scale in any order</li> <li>▪ Read patterns in two-four and three-four meters</li> </ul>	<b>Compose music in simple time using the 5-note (pentatonic) scale</b>	<ul style="list-style-type: none"> <li>▪ Compose simple musical accompaniment for melodies (folk songs, nursery rhymes, patriotic songs etc)</li> <li>▪ Arrange rhythm patterns</li> <li>▪ Change meter of given musical pieces</li> <li>▪ Compose simple melodies with recurring choruses(A-B-A) using the beats of calypso, jazz, reggae, folk etc</li> </ul>	
<b>LO 3 PERFORMING</b>					
<b>Demonstrate maintenance of rhythm while singing or playing an instrument</b>	<ul style="list-style-type: none"> <li>▪ Sing and accompany own music</li> <li>▪ Sing simple Folk songs and keep the time by tapping a foot</li> <li>▪ Use an instrument to play a variation to the rhythm heard</li> <li>▪ Perform at music festivals</li> </ul>	<b>Use an instrument to play or accompany a specific melody</b>	<ul style="list-style-type: none"> <li>▪ Interpret and perform simple accompaniment scores</li> <li>▪ Sing songs with recurring choruses (A-B-A)</li> <li>▪ Perform call and response songs</li> <li>▪ Sing a variety of rhythmic patterns related to various types of songs (e.g. romantic, classical, pop etc)</li> <li>▪ Perform alone and with others to an audience</li> </ul>		

SUBJECT: VPA		STRAND: DRAMA		KEY STAGE: 2	
<b>ATTAINMENT TARGET:</b> The learner will be able to develop knowledge and skills, value and appreciate drama through the creative use of the body and imaginative potential.					
We will know that the learner has achieved this attainment target when she/he can	GRADE: 3			GRADE: 4	
	LEARNING OUTCOMES	SUCCESS CRITERIA		LEARNING OUTCOMES	SUCCESS CRITERIA
	<b>LO 1 KNOWING</b>				
	<b>Use bodies to communicate messages and experiences</b>	<ul style="list-style-type: none"> <li>▪ Use a variety of facial expressions to communicate feelings, messages etc.</li> <li>▪ Create and present various simple movements e.g. ( – flight, freeze, curl, stretch etc)</li> <li>▪ Create simple dances to music of their choice</li> </ul>		<b>Use bodies to communicate messages, feelings, and emotions.</b>	<ul style="list-style-type: none"> <li>• Write and dramatise simple plays in groups.</li> <li>• Create simple movements to portray emotional responses.</li> <li>• Present short skits.</li> </ul>
	<b>LO 2 CREATING</b>				
<b>Use voice to express self freely and effectively</b>	<ul style="list-style-type: none"> <li>▪ Prepare and present short speeches – vote of thanks, welcome</li> <li>▪ Show variation in voice to convey different messages.</li> <li>▪ Engage in dialogue using appropriate conversation skills</li> <li>▪ Read, recite poems and sing songs that demonstrate appreciation of others.</li> </ul>		<b>Express themselves freely &amp; effectively on matters affecting their lives.</b>	<ul style="list-style-type: none"> <li>• Recall and relate real life situations through speech</li> <li>• Give typical oral responses that accompany different actions, at different times, by different people.</li> <li>• Explain how the voice works.</li> </ul>	
<b>LO 3 RESPONDING AND ANALYSING</b>					
<b>Explore feelings and emotions through different media.</b>	<ul style="list-style-type: none"> <li>• Use movement and dance to continue the plot of a story</li> <li>• Dramatise short stories, folk tales etc. to express emotions and feelings</li> <li>• Critique the feelings and emotions of different characters in a familiar film/scene and state with reasons whether they liked it or not.</li> </ul>		<b>Perform and respond in different ways to one's own work and that of others.</b>	<ul style="list-style-type: none"> <li>▪ Reflect and articulate personal growth</li> <li>▪ Participate in simple performances involving music and dance</li> <li>▪ Appreciate the performance of self, peers and others</li> <li>▪ Make connections between real life and drama</li> </ul>	

SUBJECT: VPA		STRAND: DANCE		KEY STAGE: 2	
<b>ATTAINMENT TARGET:</b> The learner will be able to					
We will know that the learner	GRADE: 3			GRADE: 4	
	LEARNING OUTCOMES	SUCCESS CRITERIA		LEARNING OUTCOMES	SUCCESS CRITERIA

has achieved this attainment target when she/he can	<b>LO 1 KNOWING</b>			
	<b>Combine and perform basic locomotor skills emphasizing the elements of force/energy</b>	<ul style="list-style-type: none"> <li>▪ Demonstrate the ability to start, change and stop in movements</li> <li>▪ Allow students to respond to music of different temp/dynamic with dance movements to feature different activities done at home</li> <li>▪ Name and demonstrate dances done in Dominica and the region</li> <li>▪ Describe and demonstrate ceremonial and traditional dances that portray work related activities</li> </ul>	<b>Combine and demonstrate increased range and use of space, time and force/energy concepts</b>	<ul style="list-style-type: none"> <li>• Create, develop and memorise set movement patterns and sequences.</li> <li>• Apply variety, contrast and unity to a dance sequence.</li> <li>• Perform and identify folk/traditional and social dances from the Carib Territory, Petite Savanne etc.</li> </ul>
	<b>LO 2 CREATING</b>			
<b>Improvise and select multiple possibilities to solve a given problem (e.g. two/three different ways to combine a turn, stretch and jump)</b>	<ul style="list-style-type: none"> <li>▪ Create a wide variety of spaces and movements, using different levels in space</li> <li>▪ Create a sequence that has a beginning, middle and end, and demonstrate partner skills (e.g. imitation, leading/following, mirroring)</li> <li>▪ Create and perform animal movement sequences individually and with others</li> <li>▪ Create and perform complex movement patterns and dance sequences.</li> </ul>	<b>Demonstrate ability to use smooth transitions when connecting one movement to another</b>	<ul style="list-style-type: none"> <li>• Improvise extended movement study</li> <li>• Review, revise and refine a dance study that has a beginning, middle and an end.</li> <li>• Create a dance study based on animals' movement</li> </ul>	
<b>LO 3 RESPONDING AND ANALYSING</b>				
<b>Create and perform choreographic principles, processes and skills to communicate meaning related to travel and water</b>	<ul style="list-style-type: none"> <li>• Create a wide variety of shapes and movements, using different levels in space.</li> <li>• Explain different relationships between dance elements and other subjects (e.g. spatial path ways, maps, geometric shapes- body movements).</li> </ul>	<b>Perform and describe dances that reflect geographical place in which the dances are performed</b>	<ul style="list-style-type: none"> <li>▪ Perform and identify dances from various countries with different arrangements of dancers (lines, circles/couples)</li> <li>▪ Demonstrate ways in which dancers effectively communicate ideas and moods</li> <li>▪ Demonstrate elements (phrasing, contrast, unity) in a dance study which reflects aspects of travel/water.</li> </ul>	

# PHYSICAL EDUCATION & SPORTS

# Key Stage 2

## LEARNING OUTCOMES & SUCCESS CRITERIA

### Grades 3 - 4

PHYSICAL EDUCATION AND SPORTS		STRAND 1: PHYSICAL EDUCATION		KEY STAGE: 2	
ATTAINMENT TARGET: The learner will appreciate the need for a healthy lifestyle as well as demonstrate high levels of fitness, safety and coordination to participate meaningfully in sports.					
We will know the	GRADE 3			GRADE 4	
	LEARNING	SUCCESS CRITERIA	LEARNING	SUCCESS CRITERIA	

learner has achieved this target when s/he can:	<b>OUTCOMES</b>		<b>OUTCOMES</b>	
	<b>LO 1 – HEALTH, FITNESS AND SAFETY</b>			
	<b>Discuss the importance of preventing injuries and identify foods in the various food groups (link with Science)</b>	<ul style="list-style-type: none"> <li>state suitable warm-up activities</li> <li>discuss the importance of warming up before play</li> <li>demonstrate a few suitable warm-up activities</li> <li>Discuss ways of preventing muscle injuries</li> <li>Discuss the various food groups</li> <li>Discuss the function of foods in each group</li> <li>Identify and suggest foods used to protect body cells</li> </ul>	<b>Demonstrate the ability to deal with injuries such as bruises and cuts and explain the use of food from the various food groups.</b>	<ul style="list-style-type: none"> <li>Demonstrate/explain how to deal with cuts and bruises</li> <li>identify food groups</li> <li>list foods from each group</li> <li>discuss the use of foods from each group</li> </ul>
	<b>LO 2 MOVEMENT AND MOTOR SKILLS</b>			
<b>Perform proper warming and flexibility exercises and Demonstrate ways to receive, retain, and send an object using a variety of body parts and implements individually and with others using own techniques (creativity)</b>	<ul style="list-style-type: none"> <li>State the importance of warm-up</li> <li>Stretch each muscle group with and without equipment</li> <li>throw ball with accuracy</li> <li>kick ball with accuracy</li> <li>receive ball sent from specific distance</li> <li>throw with left hand and right hand</li> <li>catch with left hand and right hand</li> <li>Hit selected objects with a big ball</li> </ul>	<b>Consistently and confidently perform locomotor skills and combinations of skills by using elements of body and space awareness and effort to improve performance individually and in small groups to achieve a common goal.</b>	<ul style="list-style-type: none"> <li>Set their own time to complete a 'lap'</li> <li>Sprint to a specified distance in a specified time</li> <li>Run the number of the age in minutes</li> <li>Run with varying speeds and change directions</li> <li>Run with varying speeds and jump</li> <li></li> </ul>	

<b>PHYSICAL EDUCATION AND SPORTS</b>		<b>STRAND 2: SPORTS</b>		<b>KEY STAGE: 2</b>	
<b>ATTAINMENT TARGET: To acquire basic skills and competencies in dealing with games and sports where bats are required.</b>					
We will know the learner	<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>		<b>LEARNING OUTCOMES</b>	<b>SUCCESS CRITERIA</b>
		<b>GRADE 3</b>			<b>GRADE 4</b>

has achieved this target when s/he can:	<b>LO 3 - To acquire basic skills and competencies for effective participation in individual sports</b>			
	<b>Develop the ability to run long distances (endurance), throw and jump with different styles.</b>	<ul style="list-style-type: none"> <li>• Perform the scissors and straddle jumps</li> <li>• Perform the long jump</li> <li>• Take off and land on both feet</li> <li>• Run for a long time</li> <li>• Throw with greater accuracy and using different techniques</li> <li>• Throw with rotation</li> </ul>	<b>Select perform and refine basic skills in individual activities, (cross country, sprints, etc.</b>	<ul style="list-style-type: none"> <li>• Set their own time to complete an event</li> <li>• Set their own height to jump over or distance to jump to</li> <li>• Set their own distance to throw to</li> </ul>
	<b>LO 2 - To acquire basic skills and competencies for effective participation in team sports requiring a big ball</b>			
	<b>Demonstrate offensive and defensive abilities (scoring and defending – stealing, blocking, tackling, etc.)</b>	<ul style="list-style-type: none"> <li>• Discuss why shooting is important</li> <li>• Demonstrate proper positioning for shooting the ball</li> <li>• demonstrate the art of shooting/scoring</li> <li>• demonstrate proper defensive techniques</li> <li>• demonstrate the skill of rebounding</li> </ul>	<b>Demonstrate the ability to move, dribble and pass the ball and understand key positions on the playing area/s.</b>	<ul style="list-style-type: none"> <li>• Discuss the importance of moving on the playing area</li> <li>• Discuss different key positions on team</li> <li>• Demonstrate skill in moving with and w/out the ball</li> <li>• Pass the ball while on the move</li> </ul>
	<b>LO 1 – To acquire basic skills and competencies for effective participation in team sports requiring a bat</b>			
	<b>Demonstrate specific skills in sports requiring bats</b>	<ul style="list-style-type: none"> <li>• Discuss why catching is necessary</li> <li>• Differentiate between various fielding positions</li> <li>• Discuss similarities/differences between different 'bat' sports</li> <li>• Demonstrate proper chasing, fielding and retrieving techniques</li> </ul>	<b>Demonstrate proper grips when holding various bats.</b>	<ul style="list-style-type: none"> <li>• Demonstrate backhand and forehand grips and the importance of each</li> <li>• Differentiate between types of grips used in cricket and rounders</li> <li>• Demonstrate proper grips and swings</li> <li>• Demonstrate proper positioning when attacking/batting and defending.</li> </ul>