

*Learning outcomes for mathematics
For grades 1 to 3
(Second grade primary)*

Field: numbers and processes.

The first criterion: Understand the numbers, their representation and the relationships between them.

Learning outcomes (Indicators / practices)	Content of the current curriculum	Teaching and learning strategies	Educational activities	Methods of assessment	Evidence and evidence
<p>(1) reads and writes one hundred and multiples up to the number 900</p> <p>(2) Develops a preliminary understanding of the decimal system and the spatial value up to the number 999</p> <p>(3) He reads and writes a number of individual, tens and hundreds in his verbal and symbolic form.</p> <p>(4) Arrange a set of three-digit numbers, and compare them.</p>	<p>Unit: Numbers up to 999 (First semester)</p>	<ul style="list-style-type: none"> • Explanation and clarification. • Educational games. • Discovery. • Problem Solving. • Collaborative learning. 	<ul style="list-style-type: none"> • Solves a range of exercises on numbers up to 999 • Students practice a range of activities in groups to identify concepts related to numbers up to 999 • Each student is individually trained in numbers training up to 999 <p>The students are divided into groups so that each group consists of two students. Each student is required to solve a number of exercises in numbers up to 999, and his colleague will correct them for peer learning and evaluation, and then ask the students to exchange roles among themselves.</p>	<ul style="list-style-type: none"> • Oral questions. • Follow-up performance. the pupils. • School tests. • Note cards. 	<ul style="list-style-type: none"> • Review the teacher preparation book. • Examination of pupils' books. • Oral questions. • Unregulated observation. • Assign students to carry out a series of exercises and activities (within the classroom as homework) • Student achievement file (examples of exercises and activities that the student solved with his colleague after he corrected them). • The various activities carried out by the student and related to numbers up to 999 • Monthly test results. <p>Expressing ideas and simple mathematical positions clearly in front of others.</p>

Learning outcomes (Indicators / practices)	Content of the current curriculum	Teaching and learning strategies	Educational activities	Methods of assessment	Evidence and evidence
<p>(5) Recognizes and understands the meaning of multiplication as a recurring collection.</p> <p>(6) Recognizes and reminds the invaders of multiplication operations up to Table 9.</p> <p>(7) The concept of multiplication is recognized in 1, 0</p> <p>(8) Check the outputs of the addition, subtraction, and multiplication operations.</p>	<p>Unit: Multiplication. (Second Semester)</p>	<ul style="list-style-type: none"> • Explanation and clarification. • Educational games. • Discovery. • Problem Solving. • Collaborative learning. 	<ul style="list-style-type: none"> • Solves a range of exercises on the bat. • Students engage in a group of activities in groups to learn about the concepts related to beatings. • Each student will individually complete a set of exercises for beating training. <p>The students are divided into groups so that each group consists of two students. Each student is asked to solve a number of exercises on the bat, and his colleague will correct them for training on learning and evaluating peers, and then ask the students to exchange roles among themselves.</p>	<ul style="list-style-type: none"> • Oral questions. • Follow-up performance. the pupils. • School tests. • Note cards. 	<ul style="list-style-type: none"> • Review the teacher preparation book. • Examination of pupils' books. • Oral questions. • Unregulated observation. • Assign students to carry out a series of exercises and activities (within the classroom as homework) • Student achievement file (examples of exercises and activities that the student solved with his colleague after he corrected them). • The various activities carried out by the student and related to the beating. • Monthly test results. <p>Expressing ideas and simple mathematical positions clearly in front of others.</p>

The second criterion: Understand processes on numbers and relationships between them.

Learning outcomes (Indicators / practices)	Content of the current curriculum	Teaching and learning strategies	Educational activities	Methods of assessment	Evidence and evidence
<p>(9) Know the meaning of the collection of two or three numbers without or with renaming so as not to exceed the number 99</p> <p>(10) subtracts a number of others greater than it without or with renaming.</p> <p>(11) Solves simple life issues on addition and subtraction.</p> <p>(12) Collects and subtracts hundreds, and represents them on the line of numbers.</p> <p>(13) Combines two numbers each with a three-digit renaming.</p> <p>(14) subtracts a number of three digits from the last largest without or with renaming.</p> <p>(15) determines the type of basic operation (collection subtraction multiplication) required by simple computational or life situations.</p>	<p>Unit: Addition and subtraction up to 999 (First semester)</p>	<ul style="list-style-type: none"> • Explanation and clarification. • Educational games. • Discovery. • Problem Solving. • Collaborative learning. 	<ul style="list-style-type: none"> • Solves a group of exercises on addition and subtraction up to 999 • Students practice a group of activities in groups to learn the concepts associated with collection and subtraction up to 999 • Each student will complete a set of individual exercises for addition and subtraction training up to 999 <p>The students are divided into groups so that each group consists of two students. Each student is asked to solve a number of exercises on addition and subtraction up to the number 999, and his colleague will correct them for training on learning and evaluating peers. Then, students are asked to exchange roles among themselves. .</p>	<ul style="list-style-type: none"> • Oral questions. • Follow-up performance. the pupils. • School tests. • Note cards. 	<ul style="list-style-type: none"> • Review the teacher preparation book. • Examination of pupils' books. • Oral questions. • Unregulated observation. • Assign students to carry out a series of exercises and activities (within the classroom as homework) • Student achievement file (examples of exercises and activities that the student solved with his colleague after he corrected them). • The various activities carried out by the student related to the collection and subtraction up to the number 999 • Monthly test results. <p>Expressing ideas and simple mathematical positions clearly in front of others.</p>

Learning outcomes (Indicators / practices)	Content of the current curriculum	Teaching and learning strategies	Educational activities	Methods of assessment	Evidence and evidence
<p>(16) Understand the meaning of some simple fractions such as (third, fifth, sixth,) as part of a unit using some tangible objects or images, and represent them in different ways.</p> <p>(17) Reads and writes fractions,, and arranges them using the number line.</p>	<p>Unit: Fractures (Second Semester)</p>	<ul style="list-style-type: none"> • Explanation and clarification. • Educational games. • Discovery. • Problem Solving. • Collaborative learning. 	<ul style="list-style-type: none"> • Solves a range of exercises on fractures. • Students engage in a variety of activities in groups to identify concepts related to fractures. • Each student is individually trained in fractional training. <p>The students are divided into groups so that each group consists of two students. Each student is asked to solve a number of exercises on the fractions, and his colleague will correct them for training on learning and evaluating peers. Then the students are asked to exchange roles among themselves.</p>	<ul style="list-style-type: none"> • Oral questions. • Follow-up performance, the pupils. • School tests. • Note cards. 	<ul style="list-style-type: none"> • Review the teacher preparation book. • Examination of pupils' books. • Oral questions. • Unregulated observation. • Assign students to carry out a series of exercises and activities (within the classroom as homework) • Student achievement file (examples of exercises and activities that the student solved with his colleague after he corrected them). • The student's various activities related to fractures. • Monthly test results. <p>Expressing ideas and simple mathematical positions clearly in front of others.</p>

The third criterion is calculated skillfully and leads to reasonable estimates.

Learning outcomes (Indicators / practices)	Content of the current curriculum	Teaching and learning strategies	Educational activities	Methods of assessment	Evidence and evidence
<p>(18) The processes of (addition, subtraction and multiplication) are done quickly, accurately and understand the facts associated with each so that the output of the multiplication is not more than three digits.</p> <p>(19) Multiple methods are used to perform the operations (addition, subtraction and multiplication) on numbers such as mental calculation, paper and pen.</p> <p>(20) Approximate estimation is used in the operations of addition, subtraction and multiplication.</p> <p>(21) Uses a variety of methods suitable for the operations of addition and subtraction and multiplication on numbers such as mental calculation, paper and pen.</p> <p>(22) Approximate estimation is used in addition, subtraction and multiplication operations.</p>	<p>Unit: Fractures (Second Semester)</p>	<ul style="list-style-type: none"> • Explanation and clarification. • Educational games. • Discovery. • Problem Solving. • Collaborative learning. 	<ul style="list-style-type: none"> • Solves a range of exercises on fractures. • Students engage in a variety of activities in groups to identify concepts related to fractures. • Each student is individually trained in fractional training. <p>The students are divided into groups so that each group consists of two students. Each student is asked to solve a number of exercises on the fractions, and his colleague will correct them for training on learning and evaluating peers. Then the students are asked to exchange roles among themselves.</p>	<ul style="list-style-type: none"> • Oral questions. • Follow-up performance, the pupils. • School tests. • Note cards. 	<ul style="list-style-type: none"> • Review the teacher preparation book. • Examination of pupils' books. • Oral questions. • Unregulated observation. • Assign students to carry out a series of exercises and activities (within the classroom as homework) • Student achievement file (examples of exercises and activities that the student solved with his colleague after he corrected them). • The student's various activities related to fractures. • Monthly test results. <p>Expressing ideas and simple mathematical positions clearly in front of others.</p>

The second area: algebra, relations and functions.

Standard 1: Symbols and shapes are used to represent some simple mathematical situations.

Learning outcomes (Indicators / practices)	Content of the current curriculum	Teaching and learning strategies	Educational activities	Methods of assessment	Evidence and evidence
<p>(3) Recognizes numerical examples of the properties of the numbers collection process up to 999 without mentioning the name of the property.</p> <p>(4) The proposition is understood as an inverse process of collecting numbers up to 999 using shapes and symbols.</p> <p>(5) Solves simple open number, including variance and equalization.</p> <p>(6) gives numerical examples of the properties of multiplying the numbers up to Table (9) without mentioning the name of the property.</p>	-	-	-	-	-

Standard 2: Understand and recognize numerical patterns, relationships and functions.

Learning outcomes (Indicators / practices)	Content of the current curriculum	Teaching and learning strategies	Educational activities	Methods of assessment	Evidence and evidence
(7) Recognize simple numerical patterns, and enrich them with more numbers following the same pattern. (8) builds new numerical patterns with his knowledge.	-	<ul style="list-style-type: none"> • Explanation and clarification. • Educational games. • Discovery. • Problem Solving. • Collaborative learning. 	<ul style="list-style-type: none"> • Solves a range of exercises on numerical patterns. • Students engage in a group of activities in groups to identify concepts associated with numerical patterns. • Each student is individually trained in numerical training. • To divide the students into groups so that each group of students consists of each student. Each student is asked to solve a number of exercises on the numerical patterns, and his colleague will correct them for the training and learning of peer assessment, and then ask the students to exchange roles among themselves. 	<ul style="list-style-type: none"> • Oral questions. • Follow-up performance, the pupils. • School tests. • Note cards. 	<ul style="list-style-type: none"> • Review the teacher preparation book. • Examination of pupils' books. • Oral questions. • Unregulated observation. • Assign students to carry out a series of exercises and activities (within the classroom as homework). • Student achievement file (examples of exercises and activities that the student solved with his colleague after he corrected them). • Different activities carried out by the student and related to numerical patterns. • Monthly test results.

Standard 3: Mathematical models are used to represent relationships and analyze changes in sports and life situations.

Learning outcomes (Indicators / practices)	Content of the current curriculum	Teaching and learning strategies	Educational activities	Methods of assessment	Evidence and evidence
(9) Recognize mathematical models that include multiple sentences of simple life situations from their environment. (10) gives a number of examples of life examples.	-	<ul style="list-style-type: none"> • Explanation and clarification. • Educational games. • Discovery. • Problem Solving. • Collaborative learning. 	<ul style="list-style-type: none"> • Solves a range of exercises on numerical patterns. • Students engage in a group of activities in groups to identify concepts associated with numerical patterns. • Each student is individually trained in numerical training. • To divide the students into groups so that each group of students consists of each student. Each student is asked to solve a number of exercises on the numerical patterns, and his colleague will correct them for the training and learning of peer assessment, and then ask the students to exchange roles among themselves. 	<ul style="list-style-type: none"> • Oral questions. • Follow-up performance, the pupils. • School tests. • Note cards. 	<ul style="list-style-type: none"> • Review the teacher preparation book. • Examination of pupils' books. • Oral questions. • Unregulated observation. • Assign students to carry out a series of exercises and activities (within the classroom as homework). • Student achievement file (examples of exercises and activities that the student solved with his colleague after he corrected them). • Different activities carried out by the student and related to numerical patterns. • Monthly test results.

Field III: Engineering.

The first criterion: Analyzes the properties of three, two, and one-dimensional geometric shapes and identifies the relationships between them.

Learning outcomes (Indicators / practices)	Content of the current curriculum	Teaching and learning strategies	Educational activities	Methods of assessment	Evidence and evidence
<p>(11) Distinguish between the closed curve and the open curve, and draw them.</p> <p>(12) Recognizes the polygon.</p> <p>(13) Distinguish between straight line, straight segment and beam.</p> <p>(14) shows the position of a point for a closed curve, polygon or straight line.</p> <p>(15) Determines the straight segments forming a flat or stereoscopic shape.</p> <p>(16) Know the meaning of the match.</p> <p>(17) Identifies the matching of two geometric shapes.</p> <p>(18) The concept of congruence is used in simple life situations.</p> <p>(19) Identifies some properties of models.</p> <p>(20) The geometric shapes of some models are derived.</p> <p>(21) Identify simple patterns of geometrical or non-geometric shapes of different or the same shape.</p> <p>(22) analyzes simple shapes (plane, stereoscopic) into their parts, and reconstructs them to form the same or other new forms.</p>	<p>Unit: Engineering. (First semester)</p>	<ul style="list-style-type: none"> • Explanation and clarification. • Educational games. • Discovery. • Problem Solving. • Collaborative learning. 	<ul style="list-style-type: none"> • Solves a set of exercises on the closed curves and open curves, straight and straight segment and beam, and the polygon, and match the two forms of engineering, and figures and shapes. • Students engage in a variety of activities in groups to identify the concepts associated with closed curves, open curves, rectangle, rectangle, beam, and polygon, and conform to two geometric shapes, shapes and shapes. • Each student will individually practice a set of exercises on closed curves, open curves, rectangle, rectangle, beam, and polygon, and match two geometric shapes, shapes and shapes. Students are required to solve a number of exercises on the closed curves, open curves, rectangle, rectangle, beam, and polygon, and to match two geometric shapes, shapes and shapes. The student should correct them for training in learning and evaluating peers. The students are then asked to exchange roles among themselves and this is done under the supervision of the teacher. 	<ul style="list-style-type: none"> • Oral questions. • Follow-up performance. the pupils. • School tests. • Note cards. 	<ul style="list-style-type: none"> • Review the teacher preparation book. • Examination of pupils' books. • Oral questions. • Unregulated observation. • Assign students to carry out a series of exercises and activities (within the classroom as homework). • Student achievement file (examples of exercises and activities that the student solved with his colleague after he corrected them). • The various activities carried out by the student associated with closed curves and open curves, straight and straight segment and beam, and polygon, and match two forms of engineering, and figures and shapes. • Monthly test results. Express simple mathematical ideas and positions in front of others.

Learning outcomes (Indicators / practices)	Content of the current curriculum	Teaching and learning strategies	Educational activities	Methods of assessment	Evidence and evidence
<p>(23) Recognizes the concept of ocean.</p> <p>(24) The square grid is used to draw polygons.</p> <p>(25) There is the circumference of some geometric shapes drawn on squares or cuneiform plates.</p> <p>(26) The circumference of some geometric shapes is known by the lengths of their sides.</p> <p>(27) Square, triangular or rectangular cards are used to form known flat areas.</p>	<p>Unit: Engineering. (Second Semester)</p>	<ul style="list-style-type: none"> • Explanation and clarification. • Educational games. • Discovery. • Problem Solving. • Collaborative learning. 	<ul style="list-style-type: none"> • Solves a range of exercises on geometry. • Students engage in a variety of activities in groups to identify concepts associated with patterns. • Each student is individually trained in engineering training. The students are divided into groups so that each group consists of two students. Each student is asked to solve a number of exercises on the geometry. The student will correct them for the training and learning of peer assessment, and the students will be asked to exchange roles among themselves. 	<ul style="list-style-type: none"> • Oral questions. • Follow-up performance. the pupils. • School tests. • Note cards. 	<ul style="list-style-type: none"> • Review the teacher preparation book. • Examination of pupils' books. • Oral questions. • Unregulated observation. • Assign students to carry out a series of exercises and activities (within the classroom as homework). • Student achievement file (examples of exercises and activities that the student solved with his colleague after he corrected them). • The student's various activities related to engineering. • Monthly test results. Expressing ideas and simple mathematical positions clearly in front of others.

Learning outcomes (Indicators / practices)	Content of the current curriculum	Teaching and learning strategies	Educational activities	Methods of assessment	Evidence and evidence
<p>(23) Recognizes the concept of ocean.</p> <p>(24) The square grid is used to draw polygons.</p> <p>(25) There is the circumference of some geometric shapes drawn on squares or cuneiform plates.</p> <p>(26) The circumference of some geometric shapes is known by the lengths of their sides.</p> <p>(27) Square, triangular or rectangular cards are used to form known flat areas.</p> <p>(28) Identifies symmetrical and asymmetrical shapes through artistic and decorative activities.</p> <p>(29) The symmetry line of symmetry forms is practically defined.</p> <p>(30) He distinguishes mental images of familiar geometric shapes based on spatial memory and spatial perception of objects.</p> <p>(31) In practice, some models of simple geometric shapes are arranged to occupy the least possible space.</p>	<p>Unit: Engineering. (Second Semester)</p>	<ul style="list-style-type: none"> • Explanation and clarification. • Educational games. • Discovery. • Problem Solving. • Collaborative learning. 	<ul style="list-style-type: none"> • Solves a range of exercises on geometry. • Students engage in a variety of activities in groups to identify concepts associated with patterns. • Each student is individually trained in engineering training. The students are divided into groups so that each group consists of two students. Each student is asked to solve a number of exercises on the geometry. The student will correct them for the training and learning of peer assessment, and the students will be asked to exchange roles among themselves. 	<ul style="list-style-type: none"> • Oral questions. • Follow-up performance, the pupils. • School tests. • Note cards. 	<ul style="list-style-type: none"> • Review the teacher preparation book. • Examination of pupils' books. • Oral questions. • Unregulated observation. • Assign students to carry out a series of exercises and activities (within the classroom as homework). • Student achievement file (examples of exercises and activities that the student solved with his colleague after he corrected them). • The student's various activities related to engineering. • Monthly test results. Expressing ideas and simple mathematical positions clearly in front of others.

Field 4: Measurement.

Standard 1: Understand the properties, units, systems and processes of measurable objects.

Learning outcomes (Indicators / practices)	Content of the current curriculum	Teaching and learning strategies	Educational activities	Methods of assessment	Evidence and evidence
(32) Identify units of measurement of length (centimeter meter).	Unit: Length units. (First semester)	<ul style="list-style-type: none"> • Explanation and clarification. • Educational games. • Discovery. • Problem Solving. • Collaborative learning. 	<ul style="list-style-type: none"> • Solves a range of exercises on length units. • Students engage in a range of activities in groups to identify concepts related to relative situations. • Each student will individually perform a set of training sessions on length units. The students are divided into groups so that each group consists of two students. Each student is asked to solve a number of exercises on the units of height, and his colleague will correct them for training on learning and evaluating peers. Then, students are asked to exchange roles among themselves. 	<ul style="list-style-type: none"> • Oral questions. • Follow-up performance, the pupils. • School tests. • Note cards. 	<ul style="list-style-type: none"> • Review the teacher preparation book. • Examination of pupils' books. • Oral questions. • Unregulated observation. • Assign students to carry out a series of exercises and activities (within the classroom as homework). • Student achievement file (examples of exercises and activities that the student solved with his colleague after he corrected them). • Different activities carried out by the student associated with length units. • Monthly test results. <p>Express simple mathematical ideas and positions in front of others.</p>

Learning outcomes (Indicators / practices)	Content of the current curriculum	Teaching and learning strategies	Educational activities	Methods of assessment	Evidence and evidence
<p>(33) Recognizes units of measurement (exact hour).</p> <p>(34) reads the hour, and estimates the time to the nearest hour (half an hour, quarter of an hour).</p> <p>(35) identifies both the Gregorian calendar or the Hijri calendar, and arranges them.</p> <p>(36) Recognizes money (currency types).</p> <p>(37) Identify the rated capacity units (liters).</p> <p>(38) Identify units of weight (kg, kg, kg).</p> <p>(39) compares objects and arranges them in light of measurements of some of their properties.</p> <p>(40) Measurements of objects are estimated in units that are not codified and codified, such as height, and weight reasonably reasonable.</p>	<p>measuring unit. (Second Semester)</p>	<ul style="list-style-type: none"> • Explanation and clarification. • Educational games. • Discovery. • Problem Solving. • Collaborative learning. 	<ul style="list-style-type: none"> • Solves a range of exercises on the measurement. • Students engage in a range of activities in groups to identify concepts related to measurement. • Each student will individually perform a set of exercises for measuring training. <p>The students are divided into groups so that each group consists of two students. Each student is asked to solve a number of exercises on the measurement. The student should correct them for the training and learning of peer assessment, and then ask the students to exchange roles among themselves.</p>	<ul style="list-style-type: none"> • Oral questions. • Follow-up performance, the pupils. • School tests. • Note cards. 	<ul style="list-style-type: none"> • Review the teacher preparation book. • Examination of pupils' books. • Oral questions. • Unregulated observation. • Assign students to carry out a series of exercises and activities (within the classroom as homework). • Student achievement file (examples of exercises and activities that the student solved with his colleague after he corrected them). • The various activities carried out by the student and related to the measurement. • Monthly test results. <p>Express simple mathematical ideas and positions in front of others.</p>

Standard 3: Solves mathematical and life problems of measurement.

Learning outcomes (Indicators / practices)	Content of the current curriculum	Teaching and learning strategies	Educational activities	Methods of assessment	Evidence and evidence
(44) Selects and uses complete, unqualified or standardized tools or units appropriate to the level of precision required in life situations. (45) The two processes of collection and subtraction using money. (46) solve simple life problems including units (time, money, capacity, weight, height).	--	--	--	--	--