

TURKS AND CAICOS ISLANDS
NATIONAL CURRICULUM STANDARDS

GRADE K-6

SUCCESS FOR EVERY LEARNER

A guide for implementation of the Turks and
Caicos Islands National Curriculum Standards



Table of Contents

Glossary of Key Terms, Acronyms and Abbreviations	3
Rationale	4
Roles and Responsibilities	6
Ministry of Education.....	6
Department of Education	6
School Administration	6
Teachers.....	7
About the Turks and Caicos National Curriculum Standards	8
Turks and Caicos National Curriculum Standards Implementation Strategies	9
Strategy 1 High-Quality Professional Learning Opportunities	9
Strategy 2 Collaboration with parents, guardians, and the early childhood communities.....	9
Strategy 3 Monitoring and Evaluation System	10
a) TCNCS Implementation Checklist.....	10
National Curriculum Standards Implementation Key Performance Indicators	10
National Curriculum Standards Implementation Targets	11
b) Progress Monitoring Sheet.....	11
National Curriculum Standards Key Performance Indicators.....	11
National Curriculum Standards Targets.....	11
Primary Education National Assessment Model.....	12
School-Based Assessment Implementation Roadmap	13
Turks and Caicos National Curriculum Standards.....	14-73
References	74

Glossary of Key Terms, Acronyms and Abbreviations

This glosses the main acronyms and key terms found in this document.

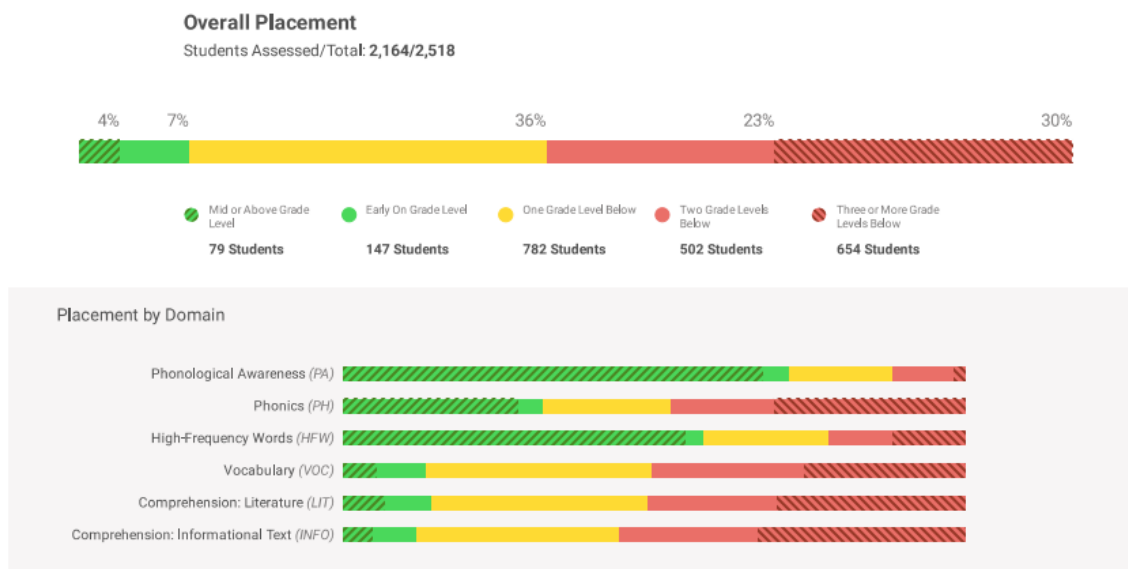
Content Standard	Specifications of what all learners are expected to know and be able to do within a particular field of study, discipline or subject at different grade levels, ages, or other criteria.
Constructive Philosophy	Learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in
DOE	Department of Education
Diagnostic Assessment	A form of pre-assessment where teachers assess students' strengths, weaknesses, knowledge and skills before instruction.
Interim	An interim assessment is a test administered at different intervals during the school year to check students' grasp on content and guide future instruction
i-ready	An online program for reading and/or mathematics that will help teacher(s) determine students' needs, personalise their learning and monitor progress throughout the school year. i-Ready consists of two parts: Diagnostic and Personalized Instruction.
MOE	Ministry of Education
Principal/School Administrator	A Principal, headmaster, headteacher or another person who is the most senior person of the educational institution.
Primary School	A school that provides primary education.
Private School	A school that is provided and maintained by some person or authority other than the Government.
Public School	A school that is wholly or mainly maintained at the public expense and to which the general public has access without any conditions.
Secondary School	A school that provides mainly secondary education.
Spiral Approach	An approach where students will see the same topics throughout their school career, with each encounter increasing in complexity and reinforcing previous learning.
Strands	The domain that groups the standards within a particular learning area or subject. Example: Subject: Language Arts, Listening and Speaking is a strand found in Language Arts.
TCNCS	Turks and Caicos National Curriculum Standards

Rationale

The Turks and Caicos Islands Ministry and Department of Education oversee the country's diverse and dynamic public and private school system, responsible for more than 7000 children and young adults in more than 38 schools. The Ministry of Education is responsible for enforcing the education ordinance and any other policies, continuing the mission of education reform and improvement of public and private primary school programs, secondary school programs, adult education, preschool, and child care programs.

The mission of the Ministry of Education is to provide residents of the Turks and Caicos Islands with knowledge, skills, and confidence so that they can participate effectively in their community and economy. Our purpose is to provide for and support an effective educational system that affords every child the ability to succeed. Success for every learner!

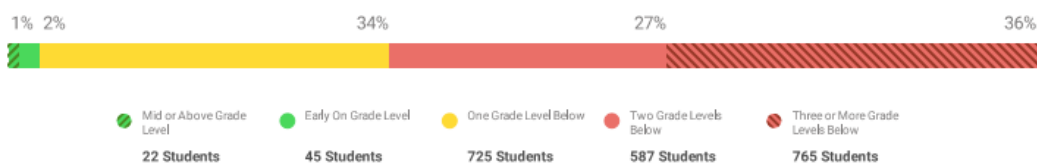
The Department of Education (DOE) led a national diagnostic assessment of all students in the public school system from K-grade 6 in May 2020. A total of 2100+ students were assessed in literacy and numeracy. The data revealed that 89% of our students were working one grade or more level below in the literacy assessment, and 97% of our students were working one grade or more level below in the numeracy assessment. The data also indicated that the disparities in scores in areas and specific domains varied across schools. Which concluded that concepts' exposure differed or the level at which they were taught was not consistent across schools. This unprecedented data led to the development of the national curriculum standards.



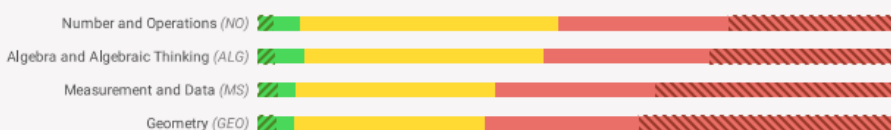
i-ready Numeracy Assessment

Overall Placement

Students Assessed/Total: 2,144/2,517



Placement by Domain



The Turks and Caicos Islands require high standards across all public and private schools to provide teachers, parents, and students with clear expectations to ensure that all students have the skills and knowledge necessary to succeed regardless of where they receive formal education.

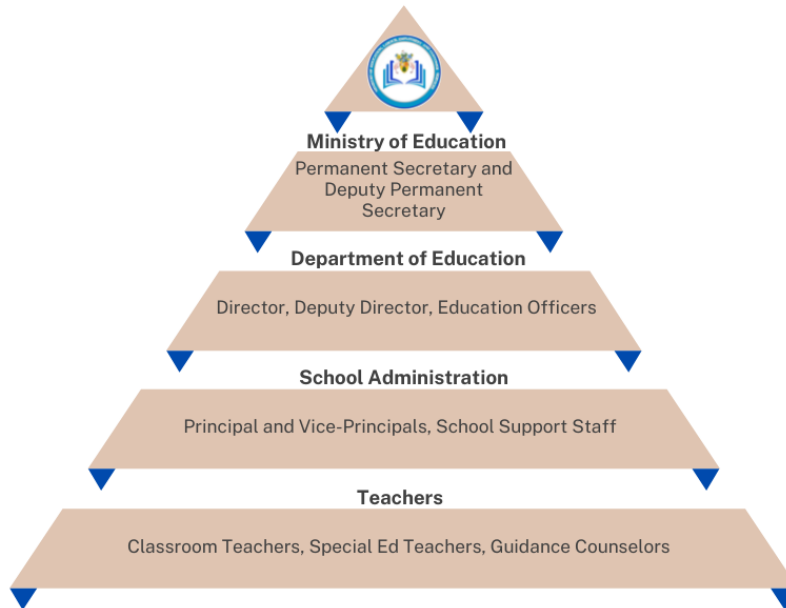
The standards promote equity by ensuring that all students are well prepared to collaborate and compete with their peers in the Turks and Caicos Islands and the region. These standards are aligned with the expectations of the secondary level. The development of a standard-based education system enables collaboration among schools, both public and private, on a range of tools and policies, including the following:

- Development of textbooks, digital media, and other teaching materials;
- Development and implementation of assessment systems to measure students' performance annually and provide teachers with specific feedback to help ensure students are on the path to success;
- Development of tools and other supports to help educators and schools ensure all students can learn the new standards.

The Turks and Caicos National Curriculum Standards (TCNCS) Implementation Plan identifies significant activities in implementing the TCNCS throughout the Turks and Caicos Islands educational system. In addition, the plan describes and outlines the national curriculum standards, the philosophy behind the development of the standards, strategies for the successful implementation and monitoring of standards, and the roles and responsibilities of major stakeholders.

Roles and Responsibilities

T.C.I Education System Organizational Structure



Ministry of Education

- Ensure alignment of policies with newly developed TCNCS.
- Conduct stakeholder meetings to gather information to guide an assessment system that fulfils the goals of the TCNCS.
- Ensure policies and procedures (e.g., teacher preparation, accreditation) include professional learning related to newly revised content area standards.
- Publicly announce approval and endorsement of TCNCS and relating policies.

Department of Education

- Develop the TCNCS for implementation in all private and public schools.
- Participate/collaborate with schools on revising policies and procedures to ensure alignment and implementation of national curriculum standards.
- Implement an assessment system (Grade 2 and 4 Numeracy and Literacy Assessment).
- Develop and deliver professional learning to schools related to the implementation of the TCNCS.
- Ensure that schools are aware of standards. Distribute electronic and hard copies of standards (as needed).

School Administration

- Involve teachers and administrative staff in reviewing national curriculum standards and implementation plan.

- Support the Department of Education implementation of Grade 2 and 4 Numeracy and Literacy Assessment.
- Revise assessments (formative and interim) as needed to ensure complete focus on national curriculum standards and avoid gaps in standards instruction.
- Support teachers to use data from the assessment system to identify necessary changes to instruction.
- Participate in and support teacher participation in professional learning opportunities provided by the Department of Education.
- Establish a communication chain to ensure all staff members receive information regarding the national curriculum standards.
- Develop key messages for teachers to share with parents and community stakeholders regarding the national curriculum standards.

Teachers

- Implement national curriculum standards and implementation plan.
- Explore adaptations to lessons that provide opportunities for students to learn content from national curriculum standards.
- Collaborate with colleagues to address practices related to the national curriculum standards.
- Collaborate with other teachers to use data from national assessments to inform instruction.
- Routinely use formative and other classroom assessments that align with content standards.
- Participate in professional learning opportunities related to the implementation of national curriculum standards.
- Request and seek professional learning opportunities as needed.
- Share key messages with parents that describe the impact of standards on classroom instruction.

About the Turks and Caicos National Curriculum Standards

The TCNCS standards encourage the highest achievement of every student by defining the knowledge, concepts, and skills that students should acquire at the end of each grade level. In addition, the standards are outlined utilising a spiral approach. The lack of access to a single standard in each STRAND will not prevent student achievement, and ineffective implementation of any aspect does not risk the success of the entire process as concepts are revisited throughout the student's educational journey.

This system was designed with the understanding that students learn by doing, as they construct knowledge based on their experiences. The constructive philosophy is learning founded on the premise that by reflecting on one's experiences, we create our understanding of the world we currently live in. The standards allow students to take ownership of their learning as they construct meaning and understanding. The standards are designed to build higher-order and critical thinking skills where students are asked to create, apply, analyse and evaluate to demonstrate understanding.

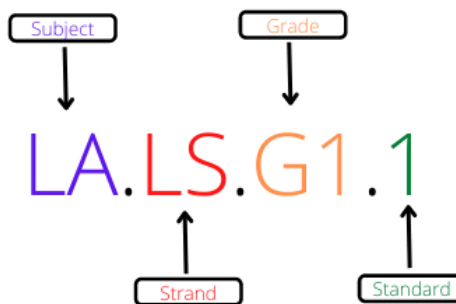
Each content standard informs the others to create a single plan for student mastery of the standards. School leaders must ensure that their school system is one in which standards, curriculum, assessment, integrity and accountability are aligned to support student attainment of the standards. Teachers and school supervisors, in collaboration with families and community partners, use standards to help students achieve academic success.

Grade: The grade level.

Strand: The domain that groups the standards within a particular learning area or subject. Example: Subject: Language Arts, Listening and Speaking is a strand found in Language Arts.

Standard#:

This is a number assigned to each content standard found in the national curriculum standards. The first initials correspond to the Subject; for example, LA- Language Arts, the second initials correspond to the Strand; for example, LS- Listening and Speaking, and the letter and the numeric digit represent the grade, for example, G1- Grade 1 and the last digit represents the standard.



Content Standard Example

GRADE 1				
	GRADE	STRAND	STANDARD#	CONTENT STANDARD
Language Arts	1	Listening and Speaking	LA.LS.G1.1	Use eye contact when engaging in conversations
	1	Listening and Speaking	LA.LS.G1.2	Listen attentively while peer/teacher is talking/reading

Turks and Caicos National Curriculum Standards Implementation Strategies

1. Facilitate high-quality professional learning opportunities for teachers, principals, and school leaders to ensure that every student has access to teachers prepared to teach to the levels of consistency and depth required by the TCNCS.
2. Collaborate with parents, guardians, and the early childhood communities to integrate the TCNCS into programs and activities beyond the K – Grade 6 school setting.
3. Design and disseminate a monitoring and evaluation system in all schools to ensure the success of the TCNCS implementation plan.

Strategy 1 High-Quality Professional Learning Opportunities

Successful implementation of the Turks and Caicos National Curriculum Standards (TCNCS) requires strong instructional leadership and well-prepared teachers in every classroom. For the implementation to be successful, teachers, principals, and school leaders must possess a thorough understanding of what students are expected to know and be able to do and an array of instructional strategies designed to support every student in meeting those expectations.

The Department of Education will provide training and professional development opportunities for all teachers and school leaders. Topics to include are differentiated strategies, instructional strategies to support all learners, including English learners, students with disabilities, and underperforming students; instructional strategies that promote creativity, innovation, critical thinking, problem-solving, and collaboration and communication skills; the integration of subject area content knowledge; and instructional leadership and coaching.

Strategy 2 Collaboration with parents, guardians, and the early childhood communities

The path to academic and personal success begins well before students enter kindergarten, and programs beyond the regular school day can have significant positive effects on student achievement. Therefore, to support student attainment of the Turks and Caicos National Curriculum Standards (TCNCS), the Department of Education will

work closely with parents, guardians, and parent organizations to develop and disseminate tools that provide families with information about the new standards. With the support of the Early Childhood Unit, the Department of Education will work with parents, guardians, teachers, and the early childhood community to ensure that early childhood programs and experiences provide students with a strong foundation for success with the TCNCS when they enter kindergarten. Additionally, the Department of Education will conduct outreach and professional development activities to enable administrators, school principals, and after-school/expanded day program directors to effectively work together to enrich and enhance regular day learning experiences related to the TCNCS.

Strategy 3 Monitoring and Evaluation System

The Department of Education will monitor implementation in private and public schools across all grades to identify potential misalignment among standards, instruction, curriculum, and assessment. Data will be collected using various tools such as questionnaires, focus groups, interviews, and observation. In addition, the following documents will be used to monitor the progress of the implementation of the TCNCS:

- a) ***TCNCS Implementation Checklist*** is a digital data collection sheet via ***Microsoft List*** that must be completed monthly by every school administrator. Data will be collected based on the following activities, indicators, and targets.

School Administrator Activities

- Involve teachers and administrative staff in reviewing the national curriculum standards and implementation plan.
- Encourage and facilitate the adaption of lessons from the national curriculum standards.
- Revise assessments (formative and interim) as needed to ensure complete focus on national curriculum standards and avoid gaps in standards instruction.
- Participate in and support teacher participation in professional learning opportunities provided by the Department of Education.
- Establish a communication chain to ensure all staff members receive information regarding the national curriculum standards.
- Develop critical messages for teachers to share with parents and community stakeholders regarding the national curriculum standards.

National Curriculum Standards Implementation Key Performance Indicators

- *% of primary school teachers sensitise on National Curriculum Standards Policy by December 2023*
- *% of primary teachers utilising national curriculum standards to adapt lessons*
- *% of primary teachers using formative or interim assessments aligned with content standards*

National Curriculum Standards Implementation Targets

- 85% of all primary teachers sensitised to National Curriculum Standards Policy by December 2023
- 70% of all primary teachers use national curriculum standards to adapt lessons
- 80% of all primary teachers using formative or interim assessments aligned with content standards

b) Progress Monitoring Sheet is a digital sheet that will be provided to teachers for the completion of a status check on each student using the following proficiency level:

Grade K-6

Mastering M

- Student demonstrates a complete understanding or proficiency of the concepts and competencies relevant to the expected learning.

Developing D

- Student demonstrates a partial understanding or proficiency of the concepts and competencies relevant to the expected learning.

Beginning B

- Student demonstrates an initial or no understanding or proficiency of the concepts and competencies relevant to the expected learning.

National Curriculum Standards Key Performance Indicators

- % of primary students achieving mastery in Language Arts, Mathematics, Science, Social Studies, and Career and Life Skills
- % of Kindergarten students accomplishing mastery in Language Arts and Mathematics
- % of public primary school students working on grade level or above in Language Arts
- % of public primary students working on grade level or above in Mathematics

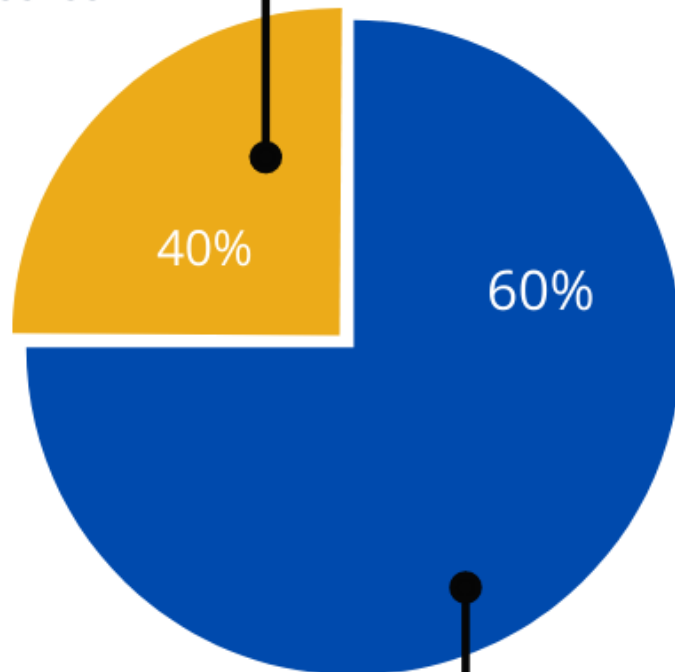
National Curriculum Standards Targets

- 20% of primary students achieve mastery in Language Arts, Mathematics, Science, Social Studies, and Career and Life Skills by the end of the school year
- 20% of Kindergarten students accomplish mastery in Language Arts and Mathematics by the end of the school year
- 15% of students working on grade level or above in Language Arts
- 15% of students working on grade level or above in Mathematics

Primary Education National Assessment Model

Primary Education National Assessment Model

FORMATIVE ASSESSMENT



FORMATIVE ASSESSMENT

- Project
- Book Report
- Writing Portfolio (*Expository, Descriptive, Persuasive and Narrative Writing*)
- Letter Writing*
- Can Do Skills (*Mathematics, S.S, Language Arts, Science*)
- Student and Teacher-made test

SUMMATIVE ASSESSMENT

Summative assessments offered by the Ministry of Education.

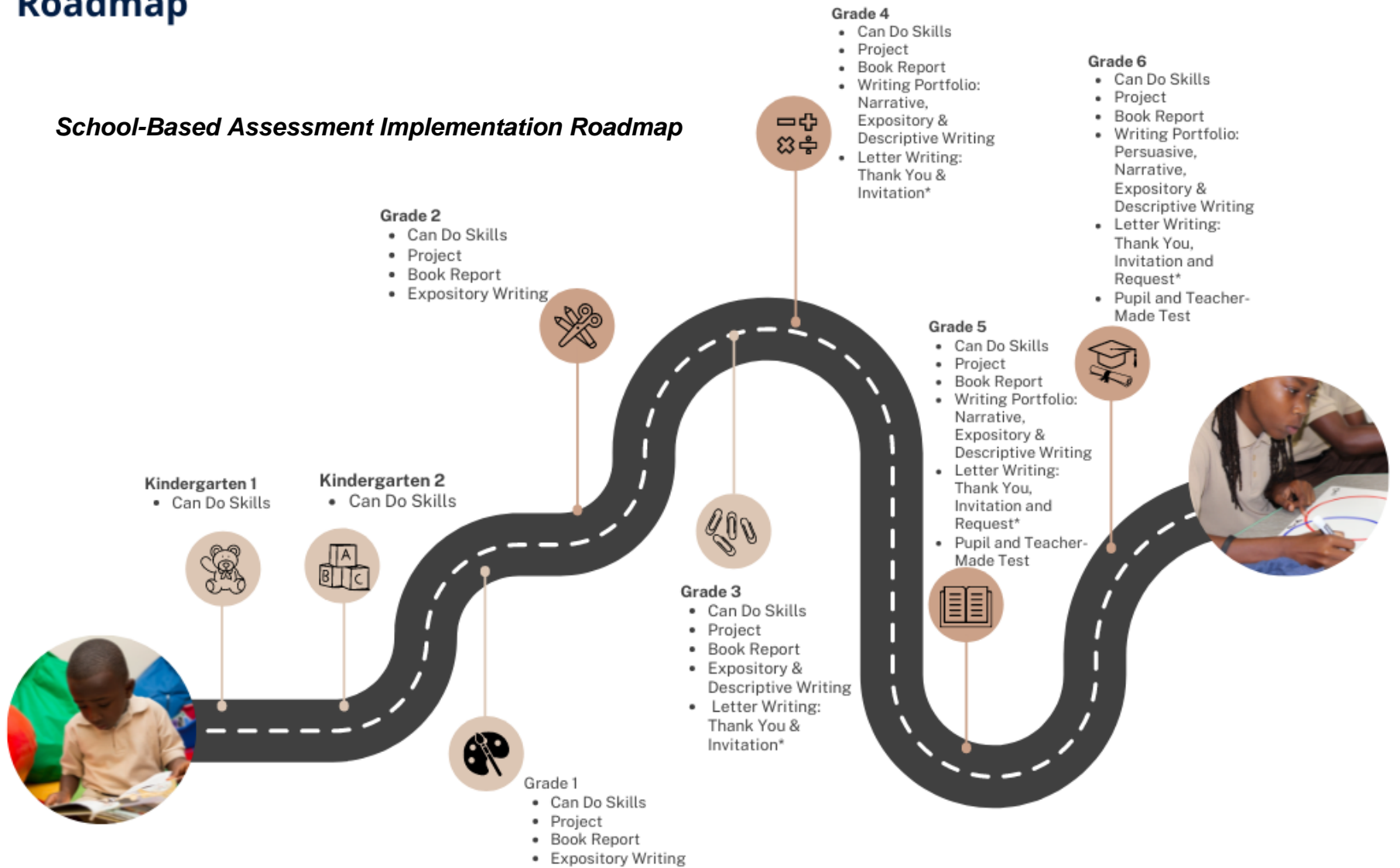
SUMMATIVE ASSESSMENT

*Letter writing can also be merged with types of writing. e.g. Persuasive Letter

Adapted from the Caribbean Examination Council exam Caribbean Primary Exit Assessment

School-Based Assessment Implementation Roadmap

School-Based Assessment Implementation Roadmap



Turks and Caicos National Curriculum Standards

KINDERGARTEN 1				
OBSERVATIONAL STANDARDS	GRADE	STRAND	STANDARD#	CONTENT STANDARD
	K1	Personal/Social/Emotional Development	OS.PSED.K1.1	Shows self-confidence
	K1	Personal/Social/Emotional Development	OS.PSED.K1.2	Adjusts well
	K1	Personal/Social/Emotional Development	OS.PSED.K1.3	Cooperates with adults
	K1	Personal/Social/Emotional Development	OS.PSED.K1.4	Cooperates with peers
	K1	Personal/Social/Emotional Development	OS.PSED.K1.5	Eats using a spoon/fork
	K1	Personal/Social/Emotional Development	OS.PSED.K1.6	Uses toilet facilities independently
	K1	Personal/Social/Emotional Development	OS.PSED.K1.7	Solves problems and conflicts with adult assistance
	K1	Personal/Social/Emotional Development	OS.PSED.K1.8	Waits and takes turns
	K1	Personal/Social/Emotional Development	OS.PSED.K1.9	Cares for and respects personal property
	K1	Personal/Social/Emotional Development	OS.PSED.K1.10	Cares for and respects school property

ART AND DESIGN	GRADE	STRAND	STANDARD#	CONTENT STANDARD
	K1	Creative Development	AD.CD.K1.1	Uses colours creatively for pictures
	K1	Creative Development	AD.CD.K1.2	Paints using a variety of materials
	K1	Creative Development	AD.CD.K1.3	Traces along borders
	K1	Creative Development	AD.CD.K1.4	Draws simple shapes and patterns
	K1	Creative Development	AD.CD.K1.5	Uses percussion instruments confidently
	K1	Creative Development	AD.CD.K1.6	Shows appreciation for a variety of music
	K1	Creative Development	AD.CD.K1.7	Follows directions
	K1	Creative Development	AD.CD.K1.8	Uses body to respond to music
	K1	Creative Development	AD.CD.K1.9	Follows directions
	K1	Creative Development	AD.CD.K1.10	Uses imagination to produce art and craft
	K1	Creative Development	AD.CD.K1.11	Identifies and uses natural and man-made materials
K1	Creative Development	AD.CD.K1.12	Uses imagination to model	

PHYSICAL EDUCATION	GRADE	STRAND	STANDARD#	CONTENT STANDARD
	K1	Physical Development	PE.PD.K1.1	Scribbles using writing materials
	K1	Physical Development	PE.PD.K1.2	Opens and closes zipper
	K1	Physical Development	PE.PD.K1.3	Fits 8 pieces of puzzle together
	K1	Physical Development	PE.PD.K1.4	Uses scissors to cut paper
	K1	Physical Development	PE.PD.K1.5	Tears paper into strips
	K1	Physical Development	PE.PD.K1.6	Runs without falling
	K1	Physical Development	PE.PD.K1.7	Walks on a straight line
	K1	Physical Development	PE.PD.K1.8	Balances on one foot for a few seconds
	K1	Physical Development	PE.PD.K1.9	Climbs up and down safety
	K1	Physical Development	PE.PD.K1.10	Jumps with both feet together
	K1	Physical Development	PE.PD.K1.11	Throws a large ball
	K1	Physical Development	PE.PD.K1.12	Catches a large bounced ball with both hands
K1	Physical Development	PE.PD.K1.13	Stacks large blocks	

	GRADE	STRAND	STANDARD#	CONTENT STANDARD
LANGUAGE ARTS	K1	Listening and Speaking	LA.LS.K1.1	Speaks using 3-5 words sentences
	K1	Listening and Speaking	LA.LS.K1.2	Tells first and last names
	K1	Listening and Speaking	LA.LS.K1.3	Tells age
	K1	Listening and Speaking	LA.LS.K1.4	Tells sex
	K1	Listening and Speaking	LA.LS.K1.5	Tells where you live
	K1	Listening and Speaking	LA.LS.K1.6	Tells the name of school and teacher
	K1	Listening and Speaking	LA.LS.K1.7	Tells parents' names
	K1	Listening and Speaking	LA.LS.K1.8	Listen to, repeats and follows two-step directions
	K1	Listening and Speaking	LA.LS.K1.9	Listen to short stories and recalls main ideas and details
	K1	Listening and Speaking	LA.LS.K1.10	Recites rhymes, short poems, finger-plays, chants, nursery, the alphabet
	K1	Listening and Speaking	LA.LS.K1.11	Sings songs
	K1	Listening and Speaking	LA.LS.K1.12	Uses his/her imagination, to re-enact stories
	K1	Listening and Speaking	LA.LS.K1.13	Retells the sequence of events in stories and answer simple questions that demonstrate listening comprehension
	K1	Listening and Speaking	LA.LS.K1.14	Asks and answers simple questions
	K1	Listening and Speaking	LA.LS.K1.15	Gives simple description of objects and incidents
	K1	Reading	LA.R.K1.1	Pretends to read pictures and attempt to write
	K1	Reading	LA.R.K1.2	Follows left to right sequence and turn pages right to left
	K1	Reading	LA.R.K1.3	Recognizes and names all upper and lower-case letters
	K1	Reading	LA.R.K1.4	Makes some letter sound matches
K1	Writing	LA.W.K1.1	Write at least 15 upper and 15 lower case letters legibly.	

MATHEMATICS	GRADE	STRAND	STANDARD#	CONTENT STANDARD
	K1	Number Sense	M.NS.K1.1	Identifies things that are different
	K1	Number Sense	M.NS.K1.2	Identifies things that are the same
	K1	Number Sense	M.NS.K1.3	Classifies Objects
	K1	Number Sense	M.NS.K1.4	Identifies numbers and their value (0-5)
	K1	Number Sense	M.NS.K1.5	Count up to twenty
	K1	Number Sense	M.NS.K1.6	Knows the position using an ordinal number up to the 3 rd position
	K1	Number Sense	M.NS.K1.7	Identifies set of objects 1-10
	K1	Number Sense	M.NS.K1.8	Identifies and uses the terms more and less
	K1	Number Sense	M.NS.K1.9	Identifies and uses positional terms (before, after, in, out, top, bottom, above, below, first, last)
	K1	Number Sense	M.NS.K1.10	Recognizes US Coins (one cent, five cents, ten cents)
	K1	Number Sense	M.NS.K1.11	Adds and subtracts one to make an amount (1-5) more or less
	K1	Number Sense	M.NS.K1.12	Identifies halves and uses the term
	K1	Spatial Sense	M.SS.K1.1	Identifies at least 3 basic shapes(circle, triangle, square rectangle)
	K1	Spatial Sense	M.SS.K1.2	Identifies colours red, black, white, green
	K1	Spatial Sense	M.SS.K1.3	Identifies sizes (big, little, short, tall, wide, narrow)
K1	Spatial Sense	M.SS.K1.4	Identifies things that are heavy and light	
K1	Spatial Sense	M.SS.K1.5	Identifies textures(smooth, rough, soft, hard)	

	GRADE	STRAND	STANDARD#	CONTENT STANDARD
SOCIAL STUDIES	K1	Knowledge and Understanding of the World	SS.KUW.K1.1	Identify at least two differences between home and school environment
	K1	Knowledge and Understanding of the World	SS.KUW.K1.2	Identifies native language and English as a second language
	K1	Knowledge and Understanding of the World	SS.KUW.K1.3	Identifies family members
	K1	Knowledge and Understanding of the World	SS.KUW.K1.4	Identify the roles of family members
	K1	Knowledge and Understanding of the World	SS.KUW.K1.5	Identify at least two rules at home and at school
	K1	Knowledge and Understanding of the World	SS.KUW.K1.6	Identifies the map of the country
	K1	Knowledge and Understanding of the World	SS.KUW.K1.7	Identifies the TCI flag
	K1	Knowledge and Understanding of the World	SS.KUW.K1.8	Sings along when the National Anthem/National Song is played or sung
	K1	Knowledge and Understanding of the World	SS.KUW.K1.9	Recognizes and name at least two living and non-living things
	K1	Knowledge and Understanding of the World	SS.KUW.K1.10	Tells two ways to be safe
	K1	Knowledge and Understanding of the World	SS.KUW.K1.11	Identifies at least two ways to care for the environment

KINDERGARTEN 2				
OBSERVATIONAL STANDARDS	GRADE	STRAND	STANDARD#	CONTENT STANDARD
	K2	Personal/Social/Emotional Development	OS.PSED.K2.1	Practices healthy habits
	K2	Personal/Social/Emotional Development	OS.PSED.K2.2	Identifies ethnicity
	K2	Personal/Social/Emotional Development	OS.PSED.K2.3	Identifies sex differences
	K2	Personal/Social/Emotional Development	OS.PSED.K2.4	Shows more control over own behaviours
	K2	Personal/Social/Emotional Development	OS.PSED.K2.5	Explores and experiments with a variety of materials and activities
	K2	Personal/Social/Emotional Development	OS.PSED.K2.6	Persists longer at a task
	K2	Personal/Social/Emotional Development	OS.PSED.K2.7	Engages in cooperative play
	K2	Personal/Social/Emotional Development	OS.PSED.K2.8	Cooperates with adults
	K2	Personal/Social/Emotional Development	OS.PSED.K2.9	Dresses and undresses self
	K2	Personal/Social/Emotional Development	OS.PSED.K2.10	Uses the bathroom independently
	K2	Personal/Social/Emotional Development	OS.PSED.K2.11	Solves some problems and conflicts with less adult assistance
	K2	Personal/Social/Emotional Development	OS.PSED.K2.12	Shares and take turns
	K2	Personal/Social/Emotional Development	OS.PSED.K2.13	Cares for and respects personal property
K2	Personal/Social/Emotional Development	OS.PSED.K2.14	Cares for and respects school property	

ART AND DESIGN	GRADE	STRAND	STANDARD#	CONTENT STANDARD
	K2	Creative Development	AD.CD.K2.1	Uses materials to express ideas, thought and feelings
	K2	Creative Development	AD.CD.K2.2	Colours within borders
	K2	Creative Development	AD.CD.K2.3	Values work of art
	K2	Creative Development	AD.CD.K2.4	Enjoys songs and musical activities
	K2	Creative Development	AD.CD.K2.5	Experiments with a variety of musical instruments
	K2	Creative Development	AD.CD.K2.6	Role plays
	K2	Creative Development	AD.CD.K2.7	Builds three-dimensional models
K2	Creative Development	AD.CD.K2.8	Creates pictures using a variety of art materials	

PHYSICAL EDUCATION	GRADE	STRAND	STANDARD#	CONTENT STANDARD
	K2	Physical Development	PE.PD.K2.1	Buttons and unbuttons clothing
	K2	Physical Development	PE.PD.K2.2	Rides a bicycle with training wheels
	K2	Physical Development	PE.PD.K2.3	Runs and stops suddenly
	K2	Physical Development	PE.PD.K2.4	Climbs about 3-4 rounds of a ladder
	K2	Physical Development	PE.PD.K2.5	Fits 15 pieces of puzzle together
	K2	Physical Development	PE.PD.K2.6	Throws a ball/beam bag with both hands
	K2	Physical Development	PE.PD.K2.7	Walks about five steps on a four-inch-high balance beam
	K2	Physical Development	PE.PD.K2.8	Hops about 2-3 feet without losing balance
K2	Physical Development	PE.PD.K2.9	Moves body parts with greater coordination and balance	

LANGUAGE ARTS	GRADE	STRAND	STANDARD#	CONTENT STANDARD
	K2	Name Recognition	LA.NR.K2.1	Recognizes and names all upper and lower-case letters automatically and makes letter-sound matches
	K2	Name Recognition	LA.NR.K2.2	Recognize name
	K2	Name Recognition	LA.NR.K2.3	Recognize letters in name
	K2	Name Recognition	LA.NR.K2.4	Recognize own name from amongst other names
	K2	Name Recognition	LA.NR.K2.5	Writes name
	K2	Listening and Speaking	LA.LS.K2.1	Recognizes and identifies rhyming words.
	K2	Listening and Speaking	LA.LS.K2.2	Produce a rhyme to a given word
	K2	Listening and Speaking	LA.LS.K2.3	Blends onset and rime of words
	K2	Listening and Speaking	LA.LS.K2.4	Segments onset and rime of words provided aloud by teacher
	K2	Listening and Speaking	LA.LS.K2.5	Identifies initial, final, and medial phonemes (sounds) in consonant/vowel/consonant (CVC) words
	K2	Listening and Speaking	LA.LS.K2.6	Blends individual phonemes (sounds) in simple, one-syllable words.
	K2	Listening and Speaking	LA.LS.K2.7	Segments individual phonemes (sounds) in simple, one-syllable words
	K2	Listening and Speaking	LA.LS.K2.8	Deletes phonemes (sounds) in simple, one-syllable words
	K2	Listening and Speaking	LA.LS.K2.9	Substitutes initial sounds in CVC words
	K2	Reading	LA.R.K2.1	Identifies book front cover
	K2	Reading	LA.R.K2.2	Identifies book back cover
	K2	Reading	LA.R.K2.3	Identifies book title
	K2	Reading	LA.R.K2.4	Identifies where to start reading a book
	K2	Reading	LA.R.K2.5	Directionality awareness i.e. left to right, top to bottom
K2	Reading	LA.R.K2.6	Understand one to one matching when teacher is reading	
K2	Reading	LA.R.K2.7	Identifies first word and last word on a page	
K2	Reading	LA.R.K2.8	Identifies first and last letter in a word	
K2	Reading	LA.R.K2.9	Reads high frequency (sight words) independently	
K2	Reading	LA.R.K2.10	Reads predictable print word-by word with accuracy	

	K2	Reading	LA.R.K2.11	Oral language is communicated effectively (speaks in complete sentences and uses descriptive and positional words)
	K2	Reading	LA.R.K2.12	Conveys overall theme (main idea) of reading /listening experience (retells story) at grade level.
	K2	Reading	LA.R.K2.13	Provide specific details following a reading/listening experience, and identifies/retells sequence of events.
	K2	Writing	LA.W.K2.1	Able to hold a pencil comfortably and correctly
	K2	Writing	LA.W.K2.2	Form lower-case letters in correct direction (starting and finishing in the right place)
	K2	Writing	LA.W.K2.3	Form capital letters
	K2	Writing	LA.W.K2.4	Practice handwriting using the letter formation families
	K2	Writing	LA.W.K2.5	Leave spaces between words
	K2	Writing	LA.W.K2.6	Trace and write words and simple sentences

	GRADE	STRAND	STANDARD#	CONTENT STANDARD
MATHEMATICS	K2	Number Sense	M.NS.K2.1	Counts and chants sequentially up to 50
	K2	Number Sense	M.NS.K2.2	Identifies numbers and value of numbers up to 20
	K2	Number Sense	M.NS.K2.3	Trace and colour numbers up to 20
	K2	Number Sense	M.NS.K2.4	Know the position using an ordinal number up to the 5th position
	K2	Number Sense	M.NS.K2.5	Represent a quantity using manipulatives
	K2	Number Sense	M.NS.K2.6	Identifies sets of counters up to five
	K2	Number Sense	M.NS.K2.7	Compare sets using words more, less, fewer, one more
	K2	Number Sense	M.NS.K2.8	Place the numbers in the correct order
	K2	Number Sense	M.NS.K2.9	Identifies position and uses positional terms
	K2	Number Sense	M.NS.K2.10	Solve simple word problems by joining situations using pictures and manipulatives (addition –sums to 20)
	K2	Number Sense	M.NS.K2.11	Solve simple word problems by separating situations using pictures and manipulatives (subtraction –no more than 10)
	K2	Spatial Sense	M.SS.K2.1	Describe objects using a variety of attributes such as colour, shape, size and position.
	K2	Spatial Sense	M.SS.K2.2	Sort objects using a variety of attributes such as colour, shape, size, and position
	K2	Spatial Sense	M.SS.K2.3	Names basic shapes (square, triangle, circle, rectangle).
	K2	Spatial Sense	M.SS.K2.4	Interprets the physical world with geometric shapes and describes it with corresponding vocabulary.
	K2	Spatial Sense	M.SS.K2.5	Use basic shapes, spatial reasoning, and manipulatives to represent objects in the environment (picture or model)
	K2	Spatial Sense	M.SS.K2.6	Identifies duplicates and extend simple number and non –numeric repeating and growing patterns.
	K2	Measurement	M.M.K2.1	Compares and orders objects indirectly/directly using measurable attributes such as length, height and weight.

	GRADE	STRAND	STANDARD#	CONTENT STANDARD
SOCIAL STUDIES	K2	Knowledge and Understanding of the World	SS.KUW.K2.1	Know name of their school
	K2	Knowledge and Understanding of the World	SS.KUW.K2.2	Identifies family members
	K2	Knowledge and Understanding of the World	SS.KUW.K2.3	Identify the roles of family members
	K2	Knowledge and Understanding of the World	SS.KUW.K2.4	Identify and name ways family members help each other
	K2	Knowledge and Understanding of the World	SS.KUW.K2.5	Identify ways to show love and respect for others
	K2	Knowledge and Understanding of the World	SS.KUW.K2.6	Uses senses to enhance lessons
	K2	Knowledge and Understanding of the World	SS.KUW.K2.7	Differentiates between night and day
	K2	Knowledge and Understanding of the World	SS.KUW.K2.8	Recognizes Community Helpers
	K2	Knowledge and Understanding of the World	SS.KUW.K2.9	Identifies and name types of weather
	K2	Knowledge and Understanding of the World	SS.KUW.K2.10	Identifies the use of the calendar, the months and days
	K2	Knowledge and Understanding of the World	SS.KUW.K2.11	Identifies native language
	K2	Knowledge and Understanding of the World	SS.KUW.K2.12	Identifies National Symbols
	K2	Knowledge and Understanding of the World	SS.KUW.K2.13	Identifies the name and shape of the island he/she lives on
	K2	Knowledge and Understanding of the World	SS.KUW.K2.14	Identifies types of transportation

GRADE 1				
GRADE 1				
LANGUAGE ARTS	GRADE	STRAND	STANDARD#	CONTENT STANDARD
	1	Listening and Speaking	LA.LS.G1.1	Use eye contact when engaging in conversations
	1	Listening and Speaking	LA.LS.G1.2	Listen attentively while peer/teacher is talking/reading
	1	Listening and Speaking	LA.LS.G1.3	Listen to follow three-step oral directions and instructions
	1	Listening and Speaking	LA.LS.G1.4	Ask and respond to questions about grade 1 topics with peers and teacher
	1	Listening and Speaking	LA.LS.G1.5	Listen to respond to a speaker with appropriate actions
	1	Listening and Speaking	LA.LS.G1.6	Listen to recall details from a story heard at grade level e.g. Who, When, How, Where, What, Why?
	1	Listening and Speaking	LA.LS.G1.7	Tell stories about personal experiences
	1	Listening and Speaking	LA.LS.G1.8	Listen to retell three things from an event in sequence
	1	Listening and Speaking	LA.LS.G1.9	Listen to sounds appropriate for grade level and discriminate similarities and differences
	1	Listening and Speaking	LA.LS.G1.10	Detect rhymes and produce rhyming patterns and rhyming words at grade level
	1	Listening and Speaking	LA.LS.G1.11	Learning to appreciate and recite rhymes and poems
	1	Listening and Speaking	LA.LS.G1.12	Take turns and listens to what others say during discussions
	1	Reading	LA.R.G1.1	Apply phonic knowledge and skills to decode at grade level
	1	Reading	LA.R.G1.2	Read at least 30+ letters/groups for 30+ phonemes
	1	Reading	LA.R.G1.3	Read accurately by blending taught Grapheme Phoneme Correspondences (GPC)
	1	Reading	LA.R.G1.4	Read sight words at grade level (Dolch Sight Words)
	1	Reading	LA.R.G1.5	Read multiple syllables that contain the same GPCs
	1	Reading	LA.R.G1.6	Read words containing common suffixes (-s and -es,)
	1	Reading	LA.R.G1.7	Read aloud phonetically-decodable texts
1	Reading	LA.R.G1.8	Know naming words, action words and describing words	
1	Reading	LA.R.G1.9	Listen to and discuss a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently	

LANGUAGE ARTS	1	Reading	LA.R.G1.10	Recite a poem
	1	Reading	LA.R.G1.11	Link what they read or/and hear to their own experiences
	1	Reading	LA.R.G1.12	Conveys overall theme (main idea) of reading /listening experience (retells story) at grade level
	1	Reading	LA.R.G1.13	Predict what might happen from details stated and implied
	1	Reading	LA.R.G1.14	Note words and phrases that capture the reader's interest and imagination
	1	Reading	LA.R.G1.15	Participate in discussion about books that are read to them and those they can read for themselves
	1	Reading	LA.R.G1.16	Spell words containing each of the 40+ phonemes taught
	1	Reading	LA.R.G1.17	Know how to spell sight words at grade level
	1	Reading	LA.R.G1.18	Spell the days of the week
	1	Reading	LA.R.G1.19	Name and write the letters of the alphabet in order
	1	Reading	LA.R.G1.20	Use letter names to distinguish between alternative spellings of the same sound
	1	Reading	LA.R.G1.21	Use the prefix un-
	1	Reading	LA.R.G1.22	Use suffix –ing, and –ed where no change is needed in the spelling of root words
	1	Writing	LA.W.G1.1	Write from memory simple sentences dictated by the teacher
	1	Writing	LA.W.G1.2	Form lower-case letters of the correct size relative to one another
	1	Writing	LA.W.G1.3	Write capital letters and digits of the correct size, orientation, and relationship to one another and to lower-case letters
	1	Writing	LA.W.G1.4	Use appropriate spacing between words that reflects the size of the letters
	1	Writing	LA.W.G1.5	Orally express writing ideas
	1	Writing	LA.W.G1.6	Formulate a sentence orally before writing
	1	Writing	LA.W.G1.7	Write short sentences
1	Writing	LA.W.G1.8	Re-read and check writing for clarity and grammatical errors	
1	Writing	LA.W.G1.9	Orally present short narratives written	
1	Writing	LA.W.G1.10	Join words and clauses using “and”	

	1	Writing	LA.W.G1.11	Use regular plural noun suffixes (-s, -es)
	1	Writing	LA.W.G1.12	Use verb suffixes where root word is unchanging (-ing and -ed)
	1	Writing	LA.W.G1.13	Begin to punctuate sentences using a capital letter, and a full stop, question mark, exclamation mark
	1	Writing	LA.W.G1.14	Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

GRADE 2				
GRADE 2				
LANGUAGE ARTS	GRADE	STRAND	STANDARD#	CONTENT STANDARD
	2	Listening and Speaking	LA.LS.G2.1	Use eye contact when engaging in conversations
	2	Listening and Speaking	LA.LS.G2.2	Display ease and self-confidence when speaking
	2	Listening and Speaking	LA.LS.G2.3	Listen attentively while peer/teacher is talking/reading
	2	Listening and Speaking	LA.LS.G2.4	Listen to follow three or more steps oral directions and instructions
	2	Listening and Speaking	LA.LS.G2.5	Ask and respond to questions about grade 2 topics with peers and teacher
	2	Listening and Speaking	LA.LS.G2.6	Listen to respond to a speaker
	2	Listening and Speaking	LA.LS.G2.7	Listen to recall details from a story heard at grade level e.g. Who, When, How, Where, What, Why?
	2	Listening and Speaking	LA.LS.G2.8	Tell stories about personal experiences
	2	Listening and Speaking	LA.LS.G2.9	Listen to retell three or more things from an event in sequence
	2	Listening and Speaking	LA.LS.G2.10	Listen to sounds appropriate for grade level and discriminate similarities and differences
	2	Listening and Speaking	LA.LS.G2.11	Detect rhymes and produce rhyming patterns and rhyming words at grade level
	2	Listening and Speaking	LA.LS.G2.12	Ask and answer questions about key details from a text, read aloud or literature material (characters and setting)
	2	Listening and Speaking	LA.LS.G2.13	Take turns and listen during discussions
2	Reading	LA.R.G2.1	Decode words at grade level	

	2	Reading	LA.R.G2.2	Read accurately by blending, including alternative sounds for graphemes
	2	Reading	LA.R.G2.3	Read multi-syllable words containing these graphemes
	2	Reading	LA.R.G2.4	Read sight words at grade level (Dolch Sight Words)
	2	Reading	LA.R.G2.5	Read words containing suffixes -s, -es, -ing, -ed
	2	Reading	LA.R.G2.6	Read contractions and understand use of apostrophe
	2	Reading	LA.R.G2.7	Read most words quickly and accurately without overt sounding and blending
LANGUAGE ARTS	2	Reading	LA.R.G2.8	Understand the concept of 'Nouns'
	2	Reading	LA.R.G2.9	Listen to discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently
	2	Reading	LA.R.G2.10	Retell fairy stories and traditional tales
	2	Reading	LA.R.G2.11	Recite poems
	2	Reading	LA.R.G2.12	Tell word meanings, linking new meanings to those already known
	2	Reading	LA.R.G2.13	Tell their favourite words and phrases based on what they have read
	2	Reading	LA.R.G2.14	Sequence events from books read
	2	Reading	LA.R.G2.15	Make inferences on the basis of what was read
	2	Reading	LA.R.G2.16	Make predictions based on what has been read so far
	2	Reading	LA.R.G2.17	Tell whether a phrase or story is fiction or non-fiction
	2	Reading	LA.R.G2.18	Participate in discussion about books and poems.
	2	Reading	LA.R.G2.19	Segment spoken words into phonemes and representing these by graphemes, spelling many correctly
	2	Reading	LA.R.G2.20	Learn to spell sight words at grade level
	2	Reading	LA.R.G2.21	Use the spelling rule for adding –s or –es as the plural marker for nouns
	2	Reading	LA.R.G2.22	Use –er and –est where no change is needed in the spelling of root words
	2	Reading	LA.R.G2.23	Know what are homophones

LANGUAGE ARTS	2	Reading	LA.R.G2.24	Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly
	2	Reading	LA.R.G2.25	Write from memory simple sentences dictated by the teacher
	2	Writing	LA.W.G2.1	Form lower-case letters of the correct size relative to one another
	2	Writing	LA.W.G2.2	Write capital letters and digits of the correct size, orientation, and relationship to one another and to lower-case letters
	2	Writing	LA.W.G2.3	Use appropriate spacing between words that reflects the size of the letters
	2	Writing	LA.W.G2.4	Write narratives about personal experiences and those of others
	2	Writing	LA.W.G2.5	Write poetry
	2	Writing	LA.W.G2.6	Orally express plans for writing
	2	Writing	LA.W.G2.7	Record ideas for writing
	2	Writing	LA.W.G2.8	Create sentences based on ideas generated
	2	Writing	LA.W.G2.9	Evaluate their writing with the teacher and other peers
	2	Writing	LA.W.G2.10	Re-read to check for clarity, and consistency
	2	Writing	LA.W.G2.11	Proofread to check for errors in spelling, grammar and punctuation
	2	Writing	LA.W.G2.12	Read aloud what they have written with appropriate intonation
	2	Writing	LA.W.G2.13	Expand noun phrases to describe and specify
	2	Writing	LA.W.G2.14	Form sentences with statement, question, and command
	2	Writing	LA.W.G2.15	Use the present and past tenses correctly
	2	Writing	LA.W.G2.16	Use subordination (when, if, that or because) and using co-ordination (or, and or but)
	2	Writing	LA.W.G2.17	Use prefixes to form new words (re-, un-, dis-, pre-)
2	Writing	LA.W.G2.18	Use commas in lists	
2	Writing	LA.W.G2.19	Use capitalization and punctuation when writing	

GRADE 3				
GRADE 3				
LANGUAGE ARTS	GRADE	STRAND	STANDARD#	CONTENT STANDARD
	3	Listening and Speaking	LA.LS.G3.1	Display appropriate listening and speaking habits in oral communicative situations
	3	Listening and Speaking	LA.LS.G3.2	Speak with ease, and self-confidence, vary volume to convey meaning when speaking
	3	Listening and Speaking	LA.LS.G3.3	Orally describe people, places, and things
	3	Listening and Speaking	LA.LS.G3.4	Speak audibly and fluently with an increasing command of standard English
	3	Listening and Speaking	LA.LS.G3.5	Listen to understand the essence of a speaker's message and ask relevant questions to a speaker to extend understanding and knowledge
	3	Listening and Speaking	LA.LS.G3.6	Listen to recall details about specific things heard in oral presentations at grade level, e.g., Who, When, How, Where, What, Why
	3	Listening and Speaking	LA.LS.G3.7	Use parts of speech: nouns, verbs, adjectives, and adverbs appropriately to communicate meaning clearly in oral communication
	3	Listening and Speaking	LA.LS.G3.8	Use subjects and verbs agreements correctly in oral communication
	3	Reading	LA.R.G3.1	Use known word families and word attack strategies to decode new and unknown words:
	3	Reading	LA.R.G3.2	Decode words with long and short vowel sounds and vowels modified by r (or, ar, er, ir, ur)
	3	Reading	LA.R.G3.3	Demonstrate phonemic isolation, deleting, and adding phonemes skills
	3	Reading	LA.R.G3.4	Know synonyms and antonyms for words at grade level
	3	Reading	LA.R.G3.5	Identify suffixes at grade level while reading
	3	Reading	LA.R.G3.6	Identify root words at grade level while reading
	3	Reading	LA.R.G3.7	Identify and explain the meaning of abbreviations at grade level
	3	Reading	LA.R.G3.8	Correctly use a dictionary and thesaurus
3	Reading	LA.R.G3.9	Fluently read grade-level texts accurately and confidently	

	3	Reading	LA.R.G3.10	Make predictions and anticipate outcomes
LANGUAGE ARTS	3	Reading	LA.R.G3.11	Identify the main idea and supporting details in text at grade level
	3	Reading	LA.R.G3.12	Identify the facts and opinions in material read at grade level
	3	Reading	LA.R.G3.13	Know the difference between fiction and nonfiction
	3	Reading	LA.R.G3.14	Read and discuss an extensive range of literature appropriate to grade level
	3	Reading	LA.R.G3.15	Identify the title and author of a novel at grade level
	3	Reading	LA.R.G3.16	Identify elements of a story (plot, setting, plot, character, theme, organization of a story) in text at grade level
	3	Reading	LA.R.G3.17	Identify literary devices i.e. simile, metaphor and personification in text at grade level
	3	Reading	LA.R.G3.18	Respond to materials read in written and oral communication(e.g., book reports)
	3	Writing	LA.W.G3.1	Use the steps in writing process (prewriting, drafting, revising, editing, and publishing) with strategies and knowledge of language conventions to correct errors, refine expression, and present work effectively
	3	Writing	LA.W.G3.2	Construct words, sentences, and paragraphs with proper proportion, size, and spacing on lined paper using manuscript
	3	Writing	LA.W.G3.3	Identify various keys on the keyboard
	3	Writing	LA.W.G3.4	Use a computer, laptop, or tablet to edit and revise selected drafts to improve written pieces (grammar, punctuation, sentence structure, and spelling) by adding, deleting, consolidating, and rearranging text
	3	Writing	LA.W.G3.5	Generate, gather, and organize ideas and information to write for an intended purpose and audience
	3	Writing	LA.W.G3.6	Recognize the parts of a letter and write friendly letters of invitation and thank you
	3	Writing	LA.W.G3.7	Correctly address an envelope
	3	Writing	LA.W.G3.8	Transcribe brief messages conveyed by the teacher
	3	Writing	LA.W.G3.9	Describe people, places, animals, and things with accuracy using appropriate vocabulary
3	Writing	LA.W.G3.10	Identify and use the parts of speech (verb, noun, and pronouns) in sentences at grade level.	

	3	Writing	LA.W.G3.11	Use punctuation in sentences (e.g., full stop, question marks, exclamation, and comma)
LANGUAGE ARTS	3	Writing	LA.W.G3.12	Use common rules of subject-verb agreement correctly
	3	Writing	LA.W.G3.13	Use the rules of comparative forms to compare adjectives using -er and -est
	3	Writing	LA.W.G3.14	Know the difference between the possessive pronoun 'its' and the contraction 'it's.'
	3	Writing	LA.W.G3.15	Identify and use there, their, there's, theirs, and they correctly
	3	Writing	LA.W.G3.16	Identify and use prepositions and conjunctions in written communication at grade level
	3	Writing	LA.W.G3.17	Spell words at grade level
	3	Writing	LA.W.G3.18	Segment words into phonemes and to break them into syllables (beats) phonemes or components(compounds) to aid spelling
	3	Writing	LA.W.G3.19	Know how to spell high-frequency words, words frequently misspelled and words used across the curriculum
	3	Writing	LA.W.G3.20	Use word reference resources including the glossary, encyclopedias, thesaurus, and other reference books, including online reference materials

GRADE 4				
GRADE 4				
LANGUAGE ARTS	GRADE	STRAND	STANDARD#	CONTENT STANDARD
	4	Listening and Speaking	LA.LS.G4.1	Listen to a speaker's message to respond appropriately
	4	Listening and Speaking	LA.LS.G4.2	Use appropriate techniques for beginning and ending conversations in a formal context
	4	Listening and Speaking	LA.LS.G4.3	Ask relevant questions to a speaker to extend understanding and knowledge
	4	Listening and Speaking	LA.LS.G4.4	Vary pitch, and volume; apply emphasis on words appropriately and display clarity of speech, ease, and self-confidence when speaking
	4	Listening and Speaking	LA.LS.G4.5	Deliver an oral response to literature read at grade level
	4	Listening and Speaking	LA.LS.G4.6	Speak audibly and fluently increasing in complexity with a command of Standard English
	4	Listening and Speaking	LA.LS.G4.7	Listen to understand the essence of a speaker's message
	4	Listening and Speaking	LA.LS.G4.8	Listen to determine the main idea and supporting details from a text
	4	Listening and Speaking	LA.LS.G4.9	Listen to recall details about specific things heard in oral presentations at grade level, e.g., Who, When, How, Where, What, Why
	4	Listening and Speaking	LA.LS.G4.10	Use present, past, and future tenses correctly in oral communication
	4	Listening and Speaking	LA.LS.G4.11	Use subject-verb agreement correctly in oral communication
	4	Reading	LA.R.G4.1	Use decoding strategies to decode complex letter clusters (consonants blends and digraphs) in words at grade level
	4	Reading	LA.R.G4.2	Read words in which 'que' gives the sound of k and 'ph' and 'gh' gives the f sound
	4	Reading	LA.R.G4.3	Read words in which 'ture' gives the sound of 'cher.' and 'ti' and 'ci' gives the sound 'sh'
	4	Reading	LA.R.G4.4	Read words with silent letters at grade level, e.g., <i>Tongue</i>
	4	Reading	LA.R.G4.5	Use phonics, structural analysis, and syllabication to decode new words at grade level

	4	Reading	LA.R.G4.6	Identify synonyms, antonyms, and homophones of words at grade level
LANGUAGE ARTS	4	Reading	LA.R.G4.7	Use the dictionary or credible resources as an aid to pronounce words
	4	Reading	LA.R.G4.8	Read grade-level texts accurately and confidently with appropriate intonation, fluency, expression, and pacing
	4	Reading	LA.R.G4.9	Identify the main idea and supporting details in text at grade level
	4	Reading	LA.R.G4.10	Identify causes and effect in text at grade level
	4	Reading	LA.R.G4.11	Read and discuss an extensive range of literature appropriate to grade level
	4	Reading	LA.R.G4.12	Identify the title and author of a novel at grade level
	4	Reading	LA.R.G4.13	Correctly produce a written response to materials read (e.g., book reports)
	4	Reading	LA.R.G4.14	Identify the elements of story (setting, plot, character, theme, etc.) in text at grade level
	4	Reading	LA.R.G4.15	Identify literary devices i.e., alliteration, onomatopoeia, metaphor, simile, and personification
	4	Writing	LA.W.G4.1	Use the steps in the writing process (prewriting, drafting, revising, editing, and publishing) with strategies and knowledge of language conventions to correct errors, refine expression, and present work effectively
	4	Writing	LA.W.G4.2	Maintain legible manuscript and cursive writing with proper proportion and spacing.
	4	Writing	LA.W.G4.3	Use a computer, laptop, or tablet to construct writing pieces to edit and revise selected drafts by adding, deleting, consolidating, and rearranging text
	4	Writing	LA.W.G4.4	Write formal letters of invitation and thank you
	4	Writing	LA.W.G4.5	Correctly address an envelope in written form
	4	Writing	LA.W.G4.6	Write descriptive pieces at grade level that describe people, places, animals, and things using appropriate vocabulary
	4	Writing	LA.W.G4.7	Generate, gather, and organize ideas and information to write for an intended purpose and audience
4	Writing	LA.W.G4.8	Write a narrative with a beginning, middle, and an end, including a clear description of characters, setting, and plot	

	4	Writing	LA.W.G4.9	Transcribe brief messages conveyed by the teacher
	4	Writing	LA.W.G4.10	Develop a media text (flyer) for different purpose and audience
	4	Writing	LA.W.G4.11	Identify and use parts of speech (nouns, pronouns, verbs, adjectives, and adverbs) appropriately to communicate their meaning clearly in written form at grade level
	4	Writing	LA.W.G4.12	Identify and use correct subjects - verbs agreements in written communication
	4	Writing	LA.W.G4.13	Identify and use prepositions and conjunctions in written communication at grade level
	4	Writing	LA.W.G4.14	Apply grade-level phonics and word analysis skills in decoding words (ph, gh, -ture)
	4	Writing	LA.W.G4.15	Spell high-frequency and silent words at grade level
	4	Writing	LA.W.G4.16	Use quotation marks to indicate information taken directly from reference resources

GRADE 5				
GRADE 5				
LANGUAGE ARTS	GRADE	STRAND	STANDARD#	CONTENT STANDARD
	5	Listening and Speaking	LA.LS.G5.1	Respond appropriately by listening attentively
	5	Listening and Speaking	LA.LS.G5.2	Give and follow instructions, provide explanations, and express opinion clearly
	5	Listening and Speaking	LA.LS.G5.3	Display clarity of speech, ease, and self-confidence when speaking by varying tone, pitch, and volume to convey meaning and emphasizing words appropriately oral communication at grade level.
	5	Listening and Speaking	LA.LS.G5.4	Deliver an oral response to literature read at grade level
	5	Listening and Speaking	LA.LS.G5.5	Give an informative presentation about an important idea, issue, or event
	5	Listening and Speaking	LA.LS.G5.6	Speak in standard English in oral communication
	5	Listening and Speaking	LA.LS.G5.7	Listen to express personal opinions around a variety of literature material at grade level
	5	Listening and Speaking	LA.LS.G5.8	Listen to recall details about specific things heard in oral presentations at grade level, e.g., Who, When, How, Where, What, Why
	5	Listening and Speaking	LA.LS.G5.9	Summarize and paraphrase what was heard
	5	Listening and Speaking	LA.LS.G5.10	Identify and use parts of speech appropriately to communicate their meaning clearly in oral form (nouns, pronouns, verbs, adverb, and adjective)
	5	Reading	LA.R.G5.1	Use knowledge of phonics, structural analysis, and other strategies to read new words at grade level
	5	Reading	LA.R.G5.2	Use decoding strategies to decode complex letter clusters (consonants blends and digraphs) in words at grade level
	5	Reading	LA.R.G5.3	Use the dictionary and thesaurus in vocabulary building
	5	Reading	LA.R.G5.4	Identify synonyms, antonyms, homophones, and homographs of words at grade level
	5	Reading	LA.R.G5.5	Know the meaning of verbs that are often misused, e.g., <i>lie/lay, sit/sat, rise/raise</i>

	5	Reading	LA.R.G5.6	Form nouns from verbs by adding <i>-sion -tion etc.</i> , and form adjectives by adding <i>-ive, -ous, etc.</i>
LANGUAGE ARTS	5	Reading	LA.R.G5.7	Form nouns by adding the suffixes: <i>-ment -dom -ness -ship.</i>
	5	Reading	LA.R.G5.8	Use SQ3R: Survey-Question-Read-Recite-Review and other strategies to improve reading comprehension skills
	5	Reading	LA.R.G5.9	Fluently read grade-level texts accurately and confidently with appropriate intonation, expression, and pacing to show understanding
	5	Reading	LA.R.G5.10	Recognize the main idea and supporting details in text at grade level
	5	Reading	LA.R.G5.11	Know the difference between the literal and figurative language from text at grade level
	5	Reading	LA.R.G5.12	Use the following skills to acquire meaning from text at grade level: skimming, scanning, predicting, fact/opinion, compare , and contrast, and draw inferences.
	5	Reading	LA.R.G5.13	Identify and interpret literary devices encounter during reading test at grade level, <i>e.g., metaphor, similes, personification, etc.</i>
	5	Reading	LA.R.G5.14	Read and discuss an extensive range of literature appropriate to grade level
	5	Reading	LA.R.G5.15	Able to identify elements of a story (setting, plot, character, theme, etc.) in text at grade level
	5	Writing	LA.W.G5.1	Use the process writing approach (prewriting, drafting, revising, editing, and publishing) with strategies and knowledge of language conventions to correct errors, refine expression, and present work effectively
	5	Writing	LA.W.G5.2	Reflect and identify strengths as writers and look for areas for improvement
	5	Writing	LA.W.G5.3	Maintain legible manuscript and cursive writing
	5	Writing	LA.W.G5.4	Use word-processing skills (e.g., margins, tabs, spacing, columns, page orientation) to create letters, compositions, and reports
	5	Writing	LA.W.G5.5	Type 20 words per minute with 80% accuracy
	5	Writing	LA.W.G5.6	Write a friendly and business letter
5	Writing	LA.W.G5.7	Write letters of thank you, invitation, and request	

	5	Writing	LA.W.G5.8	Generate, gather, and organize ideas and information to write for an intended purpose and audience
LANGUAGE ARTS	5	Writing	LA.W.G5.9	Write an expository paragraph from a topic sentence, including supporting facts and details
	5	Writing	LA.W.G5.10	Write various descriptive pieces at grade level (e.g., instructions/directions, reports, responses to literature, etc.)
	5	Writing	LA.W.G5.11	Write narrative pieces at grade level with a beginning, middle, and an end, including a clear description of characters, setting, and plot
	5	Writing	LA.W.G5.12	Write reports (ideas, issues, or events) including facts and details while drawing from more than one source of information
	5	Writing	LA.W.G5.13	Identify and use the parts of speech (noun, pronoun, and verb) accurately in written communication at grade level
	5	Writing	LA.W.G5.14	Know the difference between phrase, and a sentence
	5	Writing	LA.W.G5.15	Identify, and use the parts of speech (adjective, adverb, and preposition) accurately in written communication at grade level
	5	Writing	LA.W.G5.16	Identify, and use correct subjects and verbs agreements in written communication at grade level
	5	Writing	LA.W.G5.17	Segment words into phonemes, and to break them into syllables (beats) phonemes or components(compounds) to aid spelling at grade level
	5	Writing	LA.W.G5.18	Use spelling rules appropriately to aid spelling (e.g., adding –s or –es to the plural marker for nouns, changing the ending of a word from –y to –ies)
	5	Writing	LA.W.G5.19	Use effective time management skills to optimize, and get more accomplished
	5	Writing	LA.W.G5.20	Correctly cite reference resources (simple citation)
	5	Writing	LA.W.G5.21	Use the internet, and reference books to find information on a given topic

GRADE 6				
GRADE 6				
LANGUAGE ARTS	GRADE	STRAND	STANDARD#	CONTENT STANDARD
	6	Listening and Speaking	LA.LS.G6.1	Attentively listen, and respond correctly in oral communication at grade level
	6	Listening and Speaking	LA.LS.G6.2	Display clarity of speech, ease, and self-confidence when speaking, fluctuating rate of speech and pause when necessary, varying tone, pitch, and volume to convey meaning in oral communication at grade level.
	6	Listening and Speaking	LA.LS.G6.3	Recount personal experiences and stories in exciting ways to engage the listener
	6	Listening and Speaking	LA.LS.G6.4	Speak audibly and fluently with an increasing command of standard English
	6	Listening and Speaking	LA.LS.G6.5	Deliver persuasive presentations providing an established point, supporting details, and concluding statements
	6	Listening and Speaking	LA.LS.G6.6	Make inferences, and draw appropriate conclusion from listening to an oral text
	6	Listening and Speaking	LA.LS.G6.7	Listen to identify words at grade level in their literal and figurative meaning
	6	Listening and Speaking	LA.LS.G6.8	Identify, and use parts of speech (nouns, pronouns, verbs, adverb, and adjective) appropriately to communicate their meaning clearly in oral form at grade level
	6	Reading	LA.R.G6.1	Know the meaning of words based on context clues.
	6	Reading	LA.R.G6.2	Apply knowledge of root word, prefixes, and suffixes when reading at grade level
	6	Reading	LA.R.G6.3	Identify synonyms, antonyms, homophones, and homographs in literary texts read at grade level
	6	Reading	LA.R.G6.4	Use knowledge of affixes to form new words: e.g., <i>semi-</i> <i>bi-</i> <i>tri-</i> and <i>trans-</i>
	6	Reading	LA.R.G6.5	Form antonyms by adding prefixes, e.g., <i>un-</i> , <i>im-</i> , <i>dis-</i> , <i>mis-</i> , <i>il-</i> , <i>ir-</i>
	6	Reading	LA.R.G6.6	Form adjectives by adding suffixes to root words, e.g., <i>able</i> , <i>-ive</i> , <i>-ous</i> , <i>-ish</i>
6	Reading	LA.R.G6.7	Use the SQ3R: Survey-Question-Read-Recite-Review other strategies to improve reading comprehension skills	

LANGUAGE ARTS	6	Reading	LA.R.G6.8	Read grade-level texts accurately and confidently with appropriate intonation, expression, and pacing to show understanding
	6	Reading	LA.R.G6.9	Identify the main idea and supporting details in text at grade level
	6	Reading	LA.R.G6.10	Use reading skills to acquire meaning from the text: skimming, predicting, fact/opinion, comparison, inferences, etc.)
	6	Reading	LA.R.G6.11	Interpret and recognize literary devices encounter while reading text at grade level, e.g., metaphor, similes, personification, etc.
	6	Reading	LA.R.G6.12	Follow multiple-step instructions for preparing application forms (e.g., bank savings account, sports club, league membership)
	6	Reading	LA.R.G6.13	Read and discuss an extensive range of literature appropriate to grade level
	6	Reading	LA.R.G6.14	Identify the elements of a story found in literature at grade level
	6	Reading	LA.R.G6.15	Identify the speaker and recognize the difference between first- and third-person
	6	Reading	LA.R.G6.16	Compare and contrast characters and stories
	6	Reading	LA.R.G6.17	Respond in writing to materials read, showing interpretation, and clear understanding (e.g., book reports)
	6	Writing	LA.W.G6.1	Maintain legible manuscript and cursive writing
	6	Writing	LA.W.G6.2	Type 25 words per minute with 80% accuracy
	6	Writing	LA.W.G6.3	Use the process writing approach (prewriting, drafting, revising, editing, and publishing) with strategies and knowledge of language conventions to correct errors, refine expression, and present work effectively
	6	Writing	LA.W.G6.4	Able to reflect and identify strengths as writers, look for areas for improvement, and the strategies found most be helpful at different stages in the writing process
	6	Writing	LA.W.G6.5	Write letters of invitation, thank you, request, complaint, and apology
	6	Writing	LA.W.G6.6	Write to persuade (letters, posters, flyers, and advertisements)
6	Writing	LA.W.G6.7	Generate, gather, and organize ideas and information to write for an intended purpose and audience	

LANGUAGE ARTS	6	Writing	LA.W.G6.8	Write descriptive pieces at grade level that describe people, places, settings for a narrative piece, animals, and things using appropriate vocabulary while paying attention to detail
	6	Writing	LA.W.G6.9	Write narrative pieces at grade level with a beginning, middle, and an end, including a clear description of characters, setting, and plot
	6	Writing	LA.W.G6.10	Write expository pieces at grade level that establishes a topic and present important ideas or events in a sequential and chronological order
	6	Writing	LA.W.G6.11	Write persuasive pieces stating a clear position, relying on relevant evidence, and adhering to simple organizational patterns
	6	Writing	LA.W.G6.12	Defend arguments with detailed evidence, examples, and reasoning in written communication at grade level
	6	Writing	LA.W.G6.13	Fill out forms for various purposes (immigration entry, Immigration request forms, membership, etc.)
	6	Writing	LA.W.G6.14	Identify and use the parts of speech (noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection) accurately in written communication at grade level
	6	Writing	LA.W.G6.15	Able to identify and use correct subject and verb agreements in written communication
	6	Writing	LA.W.G6.16	Identify and use simple present, simple past, and simple future tenses correctly in written communication at grade level
	6	Writing	LA.W.G6.17	Identify and use singular and plural pronoun forms correctly with subject/verb agreement in written communication
	6	Writing	LA.W.G6.18	Know the difference between phrase, clause, and a sentence
	6	Writing	LA.W.G6.19	Identify simple, compound, and complex sentences
	6	Writing	LA.W.G6.20	Convert simple sentences into compound sentences
	6	Writing	LA.W.G6.21	Use newly familiar words in written communication
	6	Writing	LA.W.G6.22	Use spelling rules appropriately to aid spelling (e.g., spelling patterns of consonants, <u>running</u> , <u>jogging</u>)
6	Writing	LA.W.G6.23	Understand quoting or paraphrasing information sources, citing them appropriately.	

GRADE 1				
GRADE 1				
MATHEMATICS	GRADE	STRAND	STANDARD#	CONTENT STANDARDS
	1	Number Sense	M.NS.G1.1	Count to and across 100, forwards and backward from any given number
	1	Number Sense	M.NS.G1.2	Count, read and write numbers to 100 in numerals
	1	Number Sense	M.NS.G1.3	Count in multiples of twos, fives and tens
	1	Number Sense	M.NS.G1.4	Given a number, identify one more and one less
	1	Number Sense	M.NS.G1.5	Represent and describe numbers to 100 concretely, pictorially, and symbolically.
	1	Number Sense	M.NS.G1.6	Compare objects and pictures using equal to, greater than, less than
	1	Number Sense	M.NS.G1.7	Read, and write numbers from 1-20 in numerals and words
	1	Number Sense	M.NS.G1.8	Know the position using an ordinal number up to the 10th position
	1	Computation	M.C.G1.1	Read, write, and interpret mathematical statements at grade level involving addition (+), subtraction (-) and equals (=) signs
	1	Computation	M.C.G1.2	Add and subtract one-digit and two-digit numbers to 20, including zero
	1	Computation	M.C.G1.3	Solve one-step problems that involve addition and subtraction
	1	Computation	M.C.G1.4	Solve one-step problems involving multiplication and division
	1	Computation	M.C.G1.5	Recognize, find, and name a half as one of two equal parts of an object, shape or quantity
	1	Computation	M.C.G1.6	Recognize, find, and name a quarter as one of four equal parts of an object, shape or quantity
	1	Consumer Math	M.CM.G1.1	Recognize and know the value of the seven denominations of US coins and notes
	1	Measurement	M.M.G1.1	Solve practical problems for lengths
	1	Measurement	M.M.G1.2	Solve practical problems for weight
	1	Measurement	M.M.G1.3	Solve practical problems for capacity
	1	Measurement	M.M.G1.4	Solve practical problems for time
1	Measurement	M.M.G1.5	Measure and begin to record lengths	
1	Measurement	M.M.G1.6	Measure and begin to record weight	

	1	Measurement	M.M.G1.7	Measure and begin to record capacity
	1	Measurement	M.M.G1.8	Measure and begin to record time
	1	Measurement	M.M.G1.9	Recognize and use language relating to dates, including days of the week, months and years
	1	Measurement	M.M.G1.10	Tell the time to the hour
	1	Geometry	M.G.G1.1	Recognize and name common 2D shapes (e.g. Square, circle, triangle)

GRADE 2				
GRADE 2				
MATHEMATICS	GRADE	STRAND	STANDARD#	CONTENT STANDARDS
	2	Number Sense	M.NS.G2.1	Count by 2, 3, 5 & 10
	2	Number Sense	M.NS.G2.2	Count, read and write numbers to at least 100 in numerals and in words
	2	Number Sense	M.NS.G2.3	Compare and order numbers from 0 up to 100; use <, > and = signs
	2	Number Sense	M.NS.G2.4	Recognize the place value of each digit in a two-digit number
	2	Number Sense	M.NS.G2.5	Identify, represent, and estimate numbers using different representations
	2	Number Sense	M.NS.G2.6	Outline the position using an ordinal number up to the 15th position
	2	Computation	M.C.G2.1	Add and subtract numbers using concrete objects, pictorial representations and mentally
	2	Computation	M.C.G2.2	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognizing odd and even numbers
	2	Computation	M.C.G2.3	Calculate mathematical statements for addition and subtraction
	2	Computation	M.C.G2.4	Calculate mathematical statements for multiplication and division
	2	Computation	M.C.G2.5	Solve problems at grade level involving addition and subtraction
	2	Computation	M.C.G2.6	Solve problems at grade level involving multiplication and division
	2	Computation	M.C.G2.7	Recognize, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a shape, set of objects or quantity
	2	Consumer Math	M.CM.G2.1	Recognize and use symbols for dollar (\$) and cents (c);

	2	Consumer Math	M.CM.G2.2	Find different combinations of coins that equal the same amounts of money
	2	Consumer Math	M.CM.G2.3	Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
	2	Measurement	M.M.G2.4	Compare and sequence intervals of time
	2	Measurement	M.M.G2.5	Tell the time to the half past the hour
	2	Measurement	M.M.G2.6	Know the number of minutes in an hour and the number of hours in a day
	2	Measurement	M.M.G2.7	Compare and order lengths, mass, volume/capacity, and record the results using $>$, $<$ and $=$
	2	Geometry	M.G.G2.1	Recognize and name common 3D shapes (e.g. Cubes, cuboids, pyramids & spheres)
	2	Geometry	M.G.G2.2	Order and arrange combinations of mathematical objects in patterns, and sequences

GRADE 3				
GRADE 3				
MATHEMATICS	GRADE	STRAND	STANDARD#	CONTENT STANDARDS
	3	Number Sense	M.NS.G3.1	Count by 2's, 5's, 10's, 20's, and 25's, and 100's
	3	Number Sense	M.NS.G3.2	Read and write numbers to 5,000
	3	Number Sense	M.NS.G3.3	Represent numbers to 1000 concretely, pictorially and symbolically
	3	Number Sense	M.NS.G3.4	Count and skip count in sequence within 5,000 in ascending and descending order
	3	Number Sense	M.NS.G3.5	Outline the position using an ordinal number up to the 20th position
	3	Number Sense	M.NS.G3.6	Order a set of two, three and four-digit numbers in terms of magnitude
	3	Number Sense	M.NS.G3.7	Compare numbers at grade level using =, > and < signs
	3	Number Sense	M.NS.G3.8	Calculate the unknown in number sentences involving addition, subtraction, multiplication, and division of whole numbers at grade level
	3	Number Sense	M.NS.G3.9	Illustrate pictorially and use concrete examples to show the meaning of place value for numerals to 1000
	3	Number Sense	M.NS.G3.10	Identify the place value, face value and total value of each digit in a 4- digit number
	3	Number Sense	M.NS.G3.11	Compose (expanded notation) and decompose 4 digit numbers
	3	Number Sense	M.NS.G3.12	Round a 2-digit and 3-digit number to the nearest ten
	3	Number Sense	M.NS.G3.13	Complete a repeating pattern in a sequence of numbers and shapes
	3	Number Sense	M.NS.G3.14	List all the factors of numbers up to 20
	3	Computation	M.C.G3.1	Compute addition of up to 3 digit numbers with up to 3 addends with and without regrouping
3	Computation	M.C.G3.2	Mentally add whole numbers at grade level	
3	Computation	M.C.G3.3	Compute subtractions involving numbers with up to three digits, without regrouping and with regrouping up to two places	

	3	Computation	M.C.G3.4	Mentally subtract whole numbers at grade level
	3	Computation	M.C.G3.5	Know the mathematical language associated with addition and subtraction
MATHEMATICS	3	Computation	M.C.G3.6	Know multiplication facts for 2, 3,4,5, and 10 multiplication tables
	3	Computation	M.C.G3.7	Multiply up to a two-digit number by a one digit number without and with regrouping
	3	Computation	M.C.G3.8	Mentally multiply 10's by a 1-digit whole number
	3	Computation	M.C.G3.9	Divide up to a two-digit number by a one-digit number without and with a remainder
	3	Computation	M.C.G3.10	Mentally divide 10's by a 1-digit whole number
	3	Computation	M.C.G3.11	Compare and order proper fractions
	3	Computation	M.C.G3.12	Solve word problems at grade level relating to addition, subtraction, division, and multiplication
	3	Consumer Math	M.CM.G3.1	Express cents to dollars and cents; dollars and cents to cents
	3	Consumer Math	M.CM.G3.2	Read and represent the price of items up to \$500.00
	3	Consumer Math	M.CM.G3.3	Find the total bill of a set of items with totals up to \$50.00, working out change using notes and coins
	3	Consumer Math	M.CM.G3.4	Solve word problems relating to money at grade level
	3	Measurement	M.M.G3.1	Read and record time using an analogue and digital clock using the appropriate words and notations (12-hour)
	3	Measurement	M.M.G3.2	Know the relationship between units of time (Hours-day, Days-week, Days-month, Weeks-month, Months-year and Days-year)
	3	Measurement	M.M.G3.3	Demonstrate how to use a ruler to measure the length of objects
	3	Measurement	M.M.G3.4	Demonstrate how to draw line segment of a given length in centimetres and millimetres
3	Measurement	M.M.G3.5	Measure and compare the area of regular polygons by counting unit squares	
3	Measurement	M.M.G3.6	Describe the mass of objects using comparative phrases such as 'heavier', 'lighter', 'lightest'	

	3	Measurement	M.M.G3.7	Estimate, measure, compare and record the capacity of containers using the litre as a unit of measure
	3	Geometry	M.G.G3.1	Construct basic geometric ideas: point, line, line segments, ray, angle.
	3	Geometry	M.G.G3.2	Identify angles in plane figures and in their environment
	3	Geometry	M.G.G3.3	Classify 2-D geometric figures into appropriate subsets (categories) based on characteristics (number of sides, vertices, and angles)
	3	Statistics and Data Handling	M.SDH .G3.1	Demonstrate the use of tally charts to organize data
	3	Statistics and Data Handling	M.SDH.G3.2	Collect data through observation
	3	Statistics and Data Handling	M.SDH.G3.3	Construct, present, read and interpret pictographs using collected data

GRADE 4				
GRADE 4				
MATHEMATICS	GRADE	STRAND	STANDARD#	CONTENT STANDARDS
	4	Number Sense	M.NS.G4.1	Count and skip count in ascending and descending order within 10,000
	4	Number Sense	M.NS.G4.2	Read and write numbers to 10,000
	4	Number Sense	M.NS.G4.3	Outline the position using an ordinal number up to the 50th position
	4	Number Sense	M.NS.G4.4	Order a set of numbers with up to five-digits in terms of magnitude
	4	Number Sense	M.NS.G4.5	Compare numbers at grade level using =, > and < signs
	4	Number Sense	M.NS.G4.6	Calculate the unknown in number sentences at grade level involving addition, subtraction, multiplication, and division of whole numbers
	4	Number Sense	M.NS.G4.7	Identify the number and name of elements/members in a set.
	4	Number Sense	M.NS.G4.8	Compare sets that are equal, unequal, and equivalent (same as, less than, more than, equal) using =, > and < signs
	4	Number Sense	M.NS.G4.9	Illustrate pictorially and use concrete examples to show the meaning of place value for numerals to 10,000
	4	Number Sense	M.NS.G4.10	Identify the place value, face value and total value of each digit in a 5- and 6- digit number
	4	Number Sense	M.NS.G4.11	Compose (expanded notation) and decompose 5-digit numbers
	4	Number Sense	M.NS.G4.12	Round a 2-digit and 3-digit number to the nearest hundred
	4	Number Sense	M.NS.G4.13	List all the factors of numbers up to 50
	4	Number Sense	M.NS.G4.14	Understand the concept of L.C.M and H.C. F
	4	Computation	M.C.G4.1	Compute addition of up to 4-digit numbers with up to 4 addends with and without regrouping
	4	Computation	M.C.G4.2	Mentally add whole numbers at grade level
4	Computation	M.C.G4.3	Compute subtractions involving numbers with up to four digits, with and without regrouping in three places	
4	Computation	M.C.G4.4	Mentally subtract whole numbers at grade level	

	4	Computation	M.C.G4.5	Know multiplication facts for 3, 4 and 8 multiplication tables
MATHEMATICS	4	Computation	M.C.G4.6	Multiply a two-digit number by a two-digit number without and with regrouping
	4	Computation	M.C.G4.7	Mentally multiply 100's by a 1-digit whole number
	4	Computation	M.C.G4.8	Divide a three-digit number by a one-digit number without and with a remainder
	4	Computation	M.C.G4.9	Mentally divide 100's by a 1-digit whole number
	4	Computation	M.C.G4.10	Know the mathematical language associated with division and multiplication
	4	Computation	M.C.G4.11	Compare unit fractions and other proper fractions using the symbols '=', '<', and '>'
	4	Computation	M.C.G4.12	Solve word problems at grade level relating to addition, subtraction, division, and multiplication
	4	Computation	M.C.G4.13	Read and write decimals in words and figures up to 2 places
	4	Consumer Math	M.CM.G4.1	Read and write sums of money up to \$1000
	4	Consumer Math	M.CM.G4.2	Find the total bill of a set of items with totals up to \$100, work out change using notes and coins
	4	Consumer Math	M.CM.G4.3	Solve word problems relating to money at grade level
	4	Measurement	M.M.G4.1	Know the relationship between units of time (Minutes-hour and Seconds-Minute)
	4	Measurement	M.M.G4.2	Show and write time with analogue and digital clocks using intervals (on the hour, $\frac{1}{2}$ hour, $\frac{1}{4}$ hour and 5 minutes), using correct vocabulary
	4	Measurement	M.M.G4.3	Estimate, measure, and record standard units of length (i.e., centimeter and meter)
	4	Measurement	M.M.G4.4	Find the total distance around an object (perimeter)
	4	Measurement	M.M.G4.5	Estimate and measure area of regular polygons by counting unit squares
	4	Measurement	M.M.G4.6	Estimate, measure, and record mass/weight, using standard and non-standard units (i.e. kg and g)
	4	Measurement	M.M.G4.7	Estimate, measure and record the capacity of containers using the milliliter as a unit of measure
	4	Geometry	M.G.G4.1	Construct horizontal, vertical line segments and curves

	4	Geometry	M.G.G4.2	Construct acute, right, obtuse (reflex) angles
	4	Statistics and Data Handling	M.SDH.G4.1	Collect data through simple questionnaires
	4	Statistics and Data Handling	M.SDH.G4.2	Demonstrate the use of tables organize data
	4	Statistics and Data Handling	M.SDH.G4.3	Construct, present, read and interpret bar graphs using collected data

GRADE 5				
GRADE 5				
MATHEMATICS	GRADE	STRAND	STANDARD#	CONTENT STANDARDS
	5	Number Sense	M.NS.G5.1	Count and skip count in sequence within 100,000 in ascending and descending order
	5	Number Sense	M.NS.G5.2	Read and write numbers to 100,000
	5	Number Sense	M.NS.G5.3	Outline the position using an ordinal number up to the 100th position
	5	Number Sense	M.NS.G5.4	Order a set of numbers with up to six-digits in terms of magnitude
	5	Number Sense	M.NS.G5.5	Compare numbers at grade level using =, > and < signs
	5	Number Sense	M.NS.G5.6	Use Venn diagrams to represent elements of a set
	5	Number Sense	M.NS.G5.7	Illustrate pictorially and use concrete examples to show the meaning of place value for numerals to 100,000
	5	Number Sense	M.NS.G5.8	Identify the place value, face value and total value of each digit in a 7- digit number
	5	Number Sense	M.NS.G5.9	Compose (expanded notation) and decompose 6-digit numbers
	5	Number Sense	M.NS.G5.10	Round a whole number up to 10,000 to the nearest thousand
	5	Number Sense	M.NS.G5.11	Find the HCM of 2 or 3 numbers, by listing
	5	Number Sense	M.NS.G5.12	Predict numerical patterns
	5	Computation	M.C.G5.1	Mentally add whole numbers at grade level
	5	Computation	M.C.G5.2	Show addition involving numbers with up to 5 digits with up to 3 or more addends with and without regrouping
5	Computation	M.C.G5.3	Mentally subtract whole numbers at grade level	
5	Computation	M.C.G5.4	Compute subtraction involving whole numbers with up to five digits, without and with regrouping	
5	Computation	M.C.G5.5	Mentally multiply whole numbers at grade level	
5	Computation	M.C.G5.6	Multiply three-digit numbers by up to two-digit numbers using long multiplication	
5	Computation	M.C.G5.7	Mentally divide whole numbers at grade level	

MATHEMATICS	5	Computation	M.C.G5.8	Divide whole numbers with up to four digits by up to two-digit numbers, without and with remainder
	5	Computation	M.C.G5.9	Solve word problems at grade level relating to addition, subtraction, division and multiplication
	5	Computation	M.C.G5.10	Express a fraction in its simplest form
	5	Computation	M.C.G5.11	Use knowledge of the order of operations to carry out calculations involving the four operations
	5	Computation	M.C.G5.12	Read and write decimals in words and figures up to 3 places
	5	Consumer Math	M.CM.G5.1	Read and write sums of money up to \$100,000 dollars
	5	Consumer Math	M.CM.G5.2	Calculate the cost of a set of items
	5	Consumer Math	M.CM.G5.3	Solve word problems relating to money at grade level
	5	Measurement	M.M.G5.1	Solve problems involving converting from hrs to mins; hrs and mins to mins; mins to secs; mins and secs to secs; yrs to months; weeks to days
	5	Measurement	M.M.G5.2	Determine the duration of a time interval, start time and end time i.e. on the hour
	5	Measurement	M.M.G5.3	Know the relationships between kilometre, metre and centimetre in relation to length
	5	Measurement	M.M.G5.4	Estimate, measure, compare and order the perimeter of regular polygons by measuring sides
	5	Measurement	M.M.G5.5	Estimate, measure and compare area of various shapes by counting centimetre squares
	5	Measurement	M.M.G5.6	Know the relationships between the millilitre, litre, and kilolitre in relation to capacity
	5	Measurement	M.M.G5.7	Know the relationship between the kilogram and gram in relation to mass
	5	Geometry	M.G.G5.1	Recognize angles in two-dimensional and three- dimensional figures
	5	Geometry	M.G.G5.2	Use the properties of squares and rectangles to find unknown lengths in 2-D figures
	5	Geometry	M.G.G5.3	Name and construct two- dimensional figures (squares, rectangle and triangles) according to their properties
5	Geometry	M.G.G5.4	Identify and construct a line of symmetry in plane figures	

	5	Statistics and Data Handling	M.SDH.G5.1	Collect data through interviews
	5	Statistics and Data Handling	M.SDH.G5.2	Construct, present, read, and interpret pie charts using data collected
	5	Statistics and Data Handling	M.SDH.G5.3	Find and interpret the mode and median of a set of data

GRADE 6				
GRADE 6				
MATHEMATICS	GRADE	STRAND	STANDARD#	CONTENT STANDARDS
	6	Number Sense	M.NS.G6.1	Count in sequence within 1,000,000 in ascending and descending order
	6	Number Sense	M.NS.G6.2	Read and write numbers to 1,000,000
	6	Number Sense	M.NS.G6.3	Order and compare a set of numbers with up to seven-digits in order of magnitude
	6	Number Sense	M.NS.G6.4	Identify the place value, face value and total value of each digit in a 9-digit number
	6	Number Sense	M.NS.G6.5	Compose (expanded notation) and decompose 7-digit numbers
	6	Number Sense	M.NS.G6.6	Construct, read and interpret Venn diagrams to show intersection or union of two sets
	6	Number Sense	M.NS.G6.7	Generate numbers using several number concepts: prime, odd, prime, and even, prime and odd, composite and odd
	6	Number Sense	M.NS.G6.8	Write, read, and evaluate expressions in which letters stand for numbers
	6	Computation	M.C.G6.1	Show addition involving numbers with totals up to 100,000 with and without regrouping
	6	Computation	M.C.G6.2	Multiply numbers up to four- digits by a two- digit number
	6	Computation	M.C.G6.3	Divide whole numbers with up to five digits by up to two-digit numbers, without and with remainder
	6	Computation	M.C.G6.4	Check accuracy of answers using a calculator
	6	Computation	M.C.G6.5	Solve word problems at grade level relating to addition, subtraction, division, and multiplication

MATHEMATICS	6	Computation	M.C.G6.6	Add & Subtraction fractions with like denominators
	6	Consumer Math	M.CM.G6.1	Understand the concept of savings
	6	Consumer Math	M.CM.G6.2	Show addition and subtraction of money in dollars and cents not exceeding \$1,000
	6	Consumer Math	M.CM.G6.3	Use a ratio to compare two numbers
	6	Consumer Math	M.CM.G6.4	Represent a given percent using pictures/diagrams and symbols
	6	Consumer Math	M.CM.G6.5	Calculate a given percentage of a number
	6	Measurement	M.M.G6.1	Convert between units of time from larger to smaller unit and vice versa
	6	Measurement	M.M.G6.2	Determine the length of time elapsed between given time using days, hours or minutes
	6	Measurement	M.M.G6.3	Convert between units of length (larger to smaller unit and vice versa)
	6	Measurement	M.M.G6.4	Convert between units of mass (larger to smaller unit and vice versa)
	6	Measurement	M.M.G6.5	Convert between units of capacity (larger to smaller unit and vice versa)
	6	Measurement	M.M.G6.6	Estimate, measure, compare and order the perimeter of irregular polygons by measuring sides
	6	Measurement	M.M.G6.7	Determine the volume of a cuboid given its length, breadth, and height
	6	Geometry	M.G.G6.1	Understand the concept of constructing angles, naming angles and measuring angles
	6	Geometry	M.G.G6.2	Name and construct three- dimensional figures according to their properties (cubes, cuboids, cones, cylinders and spheres)
	6	Geometry	M.G.G6.3	Classify 3-D geometric figures into appropriate subsets (categories) based characteristics (number of faces, edges and vertices)
	6	Geometry	M.G.G6.4	Construct 3-D solids using nets.
	6	Statistics and Data Handling	M.SDH.G6.1	Collect data through interviews, observations, and simple questionnaires
6	Statistics and Data Handling	M.SDH.G6.2	Construct, present, read and interpret line graphs using data collected	

	6	Statistics and Data Handling	M.SDH.G6.3	Find and interpret the mean, mode, median and range of a set of data
	6	Statistics and Data Handling	M.SDH.G6.4	Interpret data presented in line graphs

GRADE 1				
GRADE 1				
SOCIAL STUDIES	GRADE	STRAND	STANDARD#	CONTENT STANDARD
	1	Personal Identity	SS.PI.G1.1	Recall information about self- name, address, age, likes/dislikes, favourite things
	1	Personal Identity	SS.PI.G1.2	Represent self in pictures and words
	1	Family and Community	SS.FC.G1.1	Illustrate and name family members
	1	Family and Community	SS.FC.G1.2	Identify key community helpers- nurse, doctor, police, sanitation worker, etc.
	1	Culture	SS.C.G1.1	Identify the island they live on the map of the Turks and Caicos Islands
	1	Culture	SS.C.G1.2	Recite the National Song
	1	Culture	SS.C.G1.3	Identify any two symbols of the Turks and Caicos Islands
	1	Culture	SS.C.G1.4	Name the National Hero
	1	Culture	SS.C.G1.5	Illustrate the national dress
	1	Transportation, Communication and Technology	SS.TCT.G1.1	Identify modes of transportation
	1	Tourism, Hospitality and Careers	SS.THC.G1.1	Know who is a tourist

GRADE 2				
GRADE 2				
SOCIAL STUDIES	GRADE	STRAND	STANDARD#	CONTENT STANDARD
	2	Personal Identity	SS.PI.G2.1	Describe self and others, noting similarities and differences
	2	Personal Identity	SS.PI.G2.2	Represent self in pictures, words, or music
	2	Family and Community	SS.FC.G2.1	Identify types of family structures
	2	Family and Community	SS. FC.G2.2	Identify places within the community- historical sites, supermarkets, schools, hotels, churches, homes, etc.
	2	Our Country	SS.OC.G2.1	Identify inhabited islands on a map of the Turks and Caicos Islands
	2	Culture	SS.C.G2.1	Identify any three symbols of the Turks and Caicos Islands
	2	Culture	SS.C.G2.2	Recite the National Song
	2	Culture	SS.C.G2.3	Recite a TCI folk songs
	2	Culture	SS.C.G2.4	State the national dish of the Turks and Caicos Islands
	2	Transportation, Communication and Technology	SS.TCT.G2.1	Identify examples of modes of transportation
	2	Tourism, Hospitality and Careers	SS.THC.G2.1	Identify the reasons why people travel to TCI

GRADE 3-4				
GRADE 3-4				
SOCIAL STUDIES	GRADE	STRAND	STANDARD#	CONTENT STANDARD
	3-4	Personal Identity	SS.PI.G4.1	Recall information about self- names, ages, address
	3-4	Personal Identity	SS.PI.G4.2	Explain the concept of personal identity
	3-4	Family and Community	SS.FC.G4.1	Describe the types/forms of family
	3-4	Family and Community	SS.FC.G4.2	Construct a family tree of parents and children
	3-4	Family and Community	SS.FC.G4.3	Construct a family tree with two generations
	3-4	Family and Community	SS.FC.G4.4	List and describe groups found in their community, outlining how these groups are formed
	3-4	Family and Community	SS.FC.G4.5	Understand the importance of school and class rules and know the consequence impose for non-adherence to rules
	3-4	Family and Community	SS.FC.G4.6	Identify the names of areas within various communities in the Turks and Caicos, i.e., settlements, streets, and districts
	3-4	Culture	SS.C.G4.1	Exhibit national pride with correct posture when recalling the national anthem, song, and national symbols with their meanings
	3-4	Culture	SS.C.G4.2	Explain the significance of the national symbols of the Turks and Caicos Islands and their meaning
	3-4	Culture	SS.C.G4.3	Know the National Hero(s) of the Turks and Caicos Islands
	3-4	Culture	SS.C.G4.4	Explain the colours representing each island and their meanings
	3-4	Heritage	SS.H.G4.1	Identify and locate the main historical sites in the Turks and Caicos Islands

SOCIAL STUDIES	3-4	Heritage	SS.H.G4.2	Outline past and present industries in the Turks and Caicos Islands
	3-4	Heritage	SS.H.G4.3	Describe indigenous people (Lucayans) and their traditions, i.e., language, food, dress, religion, homes, etc.
	3-4	Moral Principles	SS.MP.G4.1	Understand the negatives and positives of good and bad moral behavior
	3-4	Ethics Principles	SS.EP.G4.1	Know the importance of punctuality and dependability
	3-4	Ethics Principles	SS.EP.G4.2	Display appropriate dress and acceptable language in speaking for different occasions
	3-4	Map Skills	SS.MS.G4.1	Interpret maps by using symbols found in the map legend
	3-4	Map Skills	SS.MS.G4.2	Label the compass cardinal points (eight-point compass)
	3-4	Map Skills	SS.MS.G4.3	Locate the seven continents on the map of the world
	3-4	Map Skills	SS.MS.G4.4	Identify and locate major bodies of water of the world (e.g., oceans, seas, lakes, rivers and streams, glaciers)
	3-4	Map Skills	SS.MS.G4.5	Identify and locate the five major oceans of the world, i.e., the Pacific, Atlantic, Indian, Arctic, and Southern
	3-4	The Caribbean Region	SS.CR.G4.1	Discuss the groups of islands found in the Caribbean Region
	3-4	Our Country	SS.OC.G4.1	Locate the Turks and Caicos Islands on the map of the Caribbean
	3-4	Our Country	SS.OC.G4.2	Identify and locate the various inhabited and uninhabited islands in the Turks and Caicos Islands
	3-4	Our Country	SS.OC.G4.3	Identify and locate the capital city of the Turks and Caicos Islands (Cockburn Town, Grand Turk)
	3-4	The Environment	SS.E.G4.1	Explain the climate of the Turks and Caicos Islands
	3-4	The Environment	SS.E.G4.2	Know the natural hazards that affect their country and how to prepare for them.
	3-4	The Environment	SS.E.G4.3	Know natural resources found in the country (land, soil, water, trees, animals)
	3-4	The Environment	SS.E.G4.4	Know ways to conserve water at home and school

SOCIAL STUDIES	3-4	The Environment	SS.E.G4.5	Contribute to the "greening the environment" cause
	3-4	Tourism, Hospitality and Careers	SS.THC.G4.1	Understand the importance of tourism to the country
	3-4	Tourism, Hospitality and Careers	SS.THC.G4.2	Know the difference between a citizen of the country and a visitor (tourist)
	3-4	Tourism, Hospitality and Careers	SS.THC.G4.3	Outline major airlines, accommodations and popular tourist attractions used by tourist
	3-4	Civics, Government and Citizenship	SS.CGC.G4.1	Know the basic rights and responsibilities of being a citizen in the Turks and Caicos Islands
	3-4	Civics, Government and Citizenship	SS.CGC.G4.2	List at least three laws of the Turks and Caicos Islands
	3-4	Civics, Government and Citizenship	SS.CGC.G4.3	Know how to resolve conflict at school or home
	3-4	Civics, Government and Citizenship	SS.CGC.G4.4	Outline the current government members and opposition member(s)
	3-4	Civics, Government and Citizenship	SS.CGC.G4.5	Discuss the role and responsibilities of the house of assembly and its members.
	3-4	Civics, Government and Citizenship	SS.CGC.G4.6	Know the difference between Queen, President, Prime Minister, Chief Minister, and Premier
	3-4	Civics, Government and Citizenship	SS.CGC.G4.7	Recognize and describe the national passport of the Turks and Caicos Islands
	3-4	Resources, Money and Trade	SS.RMT.G4.1	Name resource persons and their benefit to the community, i.e., teacher, farmer, fisher, hotel worker, the taxi operator
	3-4	Resources, Money and Trade	SS.RMT.G4.2	Identify the currency of the Turks and Caicos Islands
	3-4	Resources, Money and Trade	SS.RMT.G4.3	Explain the effect of money, saving, and budgeting in personal life
	3-4	Resources, Money and Trade	SS.RMT.G4.4	Explain the concept of Inter-island trade and list goods/services that are imported inter-island
3-4	Transportation, Communication and Technology	SS.TCT.G4.1	Identify the different modes of transportation, i.e., air, sea, and land	

	3-4	Transportation, Communication and Technology	SS.TCT.G4.2	Identify the forms of communication.
	3-4	Transportation, Communication and Technology	SS.TCT.G4.3	Describe the advantages and disadvantages of social media
	3-4	Transportation, Communication and Technology	SS.TCT.G4.4	Use various media resources in order to address a question or solve a problem.

GRADE 5-6				
GRADE 5-6				
SOCIAL STUDIES	GRADE	STRAND	STANDARD#	CONTENT STANDARD
	5-6	Personal Identity	SS.PI.G6.1	Use appropriate vocabulary to describe self in reference to specific personality
	5-6	Personal Identity	SS.PI.G6.2	Explain identity crisis faced by pre-adolescents
	5-6	Family and Community	SS.FC.G6.1	Construct a family tree with three generations or more
	5-6	Family and Community	SS.FC.G6.2	Recognize forms of child abuse that children may experience (e.g., physical, verbal, psychological, and sexual)
	5-6	Culture	SS.C.G6.1	Describe, compare, and contrast the different nationalities of people within the country and their unique expression of culture.
	5-6	Culture	SS.C.G6.2	Discuss the cultural practices in communities and local islands (boats making, candy making, Rip-saw music)
	5-6	Heritage	SS.H.G6.1	Create timelines with key dates in Turks and Caicos history
	5-6	Heritage	SS.H.G6.2	Know the reason why the Europeans, Loyalist, Bermudians and Africans came to the Turks and Caicos Islands
	5-6	Heritage	SS.H.G6.3	Understand cause and effect of the following events i.e the Europeans, Loyalist, Bermudians and Africans coming to the Turks and Caicos Islands
	5-6	Heritage	SS.H.G6.4	Know why the population of the country is primarily of African lineage
	5-6	Moral and Ethical Principles	SS.MEP.G6.1	Understand how beliefs and values and how they influence social decision-making
	5-6	Civics	SS.C.G6.1	Identify and explain social problems and issues affecting the family and broader community
	5-6	Civics	SS.C.G6.2	Express personal views, beliefs, values and perspectives, and positions on civic issues
	5-6	Map Skills	SS.MS.G6.1	Determine the best route between different locations on the Landscape Picture Map
5-6	Map Skills	SS.MS.G6.2	Label the twelve (12) cardinal points of a compass	
5-6	Map Skills	SS.MS.G6.3	Locate the Equator, the Prime meridian and the hemispheres	
5-6	Map Skills	SS.MS.G6.4	Locate places on the Latitude and Longitude part of the global grid system on a world map	

SOCIAL STUDIES	5-6	The World	SS.W.G6.1	Recognize the different types of landforms (e.g., mountains, hills, valleys, plateaus, plains coastal and oceanic, etc.)
	5-6	The World	SS.W.G6.2	Recognize the landforms found in the Caribbean and world
	5-6	The World	SS.W.G6.3	Identify neighboring countries (e.g., USA, England, Japan, etc.) on the map of the world
	5-6	The Caribbean Region	SS.CR.G6.1	Outline capital cities of neighboring countries/islands on a map of the Caribbean
	5-6	The Caribbean Region	SS.CR.G6.2	Discuss the affiliation of the Turks and Caicos Islands with the Bahamas and Jamaica
	5-6	Our Country	SS.OC.G6.1	Discuss the status of independence of the Turks and Caicos Islands and various neighboring countries
	5-6	Our Country	SS.OC.G6.2	Identify and locate the islands and cays that comprise the Turks and Caicos Islands on a map.
	5-6	Our Country	SS.OC.G6.3	Discuss similarities and differences between the islands, i.e., physical size and feature, population, etc.
	5-6	Our Country	SS.OC.G6.4	Identify neighboring countries/islands and their distance and direction from the Turks and Caicos on the map of the Caribbean.
	5-6	The Environment	SS.E.G6.1	Describe the types of climate, i.e., Tropical, Desert/dry, Temperature, Polar, Mediterranean
	5-6	The Environment	SS.E.G6.2	Understand the importance of reducing, reusing, and recycling
	5-6	Resources, Money and Trade	SS.RMT.G6.1	Give examples of terms relating to resources, i.e., needs and wants, scarcity and glut, goods and services, consumer, and producer, etc.
	5-6	Resources, Money and Trade	SS.RMT.G6.2	Discuss the currencies of different countries
	5-6	Resources, Money and Trade	SS.RMT.G6.3	Illustrate how money is used by individuals, groups, and financial institutions.
	5-6	Resources, Money and Trade	SS.RMT.G6.4	Outline countries that are currently involved in the international trade with the Turks and Caicos
	5-6	Resources, Money and Trade	SS.RMT.G6.5	Outline the main products of the Turks and Caicos that are exported
	5-6	Government and Citizenship	SS.GC.G6.1	Discuss the forms of Government, i.e., Democracy, Monarchy, Dictatorship, etc.)
	5-6	Government and Citizenship	SS.GC.G6.2	Understand the purpose of the three branches of Government in the Turks and Caicos Islands (Legislative, Executive, and Judicial)

SOCIAL STUDIES	5-6	Government and Citizenship	SS.GC.G6.3	Understand the concept of a Ministerial Government
	5-6	Government and Citizenship	SS.GC.G6.4	Recognize the Premier as Head of Government, elected by the people of the nation
	5-6	Government and Citizenship	SS.GC.G6.5	Understand the basic political processes (voting and campaigning)
	5-6	Government and Citizenship	SS.GC.G6.6	Describe the seating arrangement in the House of Assembly
	5-6	Government and Citizenship	SS.GC.G6.7	Understand ways by which a person can become a citizen of the Turks and Caicos
	5-6	Transportation, Communication and Technology	SS.TCT.G6.1	Discuss the past and presents modes of transportation, i.e., use of animals, boats, railways, and planes
	5-6	Transportation, Communication and Technology	SS.TCT.G6.2	Discuss how messages can be interpreted (misinterpreted) by a receiver
	5-6	Transportation, Communication and Technology	SS.TCT.G6.3	Outline how technology can benefit an individual on their educational journey
	5-6	Transportation, Communication and Technology	SS.TCT.G6.4	Identify validity of information (e.g., accuracy, relevancy, fact, or fiction).
	5-6	Transportation, Communication and Technology	SS.TCT.G6.5	Understand how individual responsibility applies in usage of digital media.
	5-6	Transportation, Communication and Technology	SS.TCT.G6.6	Identify the difference between primary and secondary sources
	5-6	Tourism, Hospitality and Careers	SS.TCT.G6.1	Understand the social, cultural, and environmental impact of tourism on the country
	5-6	Tourism, Hospitality and Careers	SS.TCT.G6.2	Outline career opportunities in the tourism industry (e.g., accommodation, food, beverage, transportation, etc.)
	5-6	Tourism, Hospitality and Careers	SS.TCT.G6.3	Understand the concept of table setting for food and beverage service
5-6	Tourism, Hospitality and Careers	SS.TCT.G6.4	Identify a market problem, propose a solution in terms of product/s or service/s and create the product or service	

GRADE 3				
GRADE 3				
SCIENCE	GRADE	STRAND	STANDARD#	CONTENT STANDARDS
	3	Diversity and Classification	S.DC.G3.1	Categorize living and non-living things and identify differences and similarities
	3	Diversity and Classification	S.DC.G3.2	Use knowledge of the parts of the digestive system to explain the process of digestion
	3	Diversity and Classification	S.DC.G3.3	Plan and carry-out investigations on conditions necessary for plant growth
	3	Ecosystem	S.ES.G3.1	Create food chains using consumers, producers, and decomposers
	3	Ecosystem	S.ES.G3.2	Identify the habitats in the Turks and Caicos Islands, outlining the species found in each.
	3	Earth's Weather	S.EW.G3.1	Create a weather instrument that can be used to detect windy conditions
	3	Earth's Weather	S.EW.G3.2	Plan and carrying out investigations on windy conditions using the Scientific Method
	3	Matter and Materials	S.MM.G3.1	Able to use knowledge of properties of solids, liquids, and gases to explain states of matter
	3	Matter and Materials	S.MM.G3.2	Separate various mixtures through filtration
	3	Natural Hazards	S.NH.G3.1	Identify the natural hazards that impact the Turks and Caicos Islands
	3	Earth's Resources	S.ER.G3.1	Classify renewable and non-renewable resources
	3	Earth's Resources	S.ER.G3.2	Demonstrate involvement in environmental protection
	3	The Solar System	S.SS.G3.1	Identify the planets and their relative position to one another and explain their main characteristics
	3	The Solar System	S.SS.G3.2	Create models of the solar system
	3	Forces, Motion and Structures	S.FMS.G3.1	Identify and demonstrate applied and buoyant force
	3	Energy	S.E.G3.1	Identify various devices that use and produce light, heat, sound and electrical energy.
	3	Scientific Principles	S.SP.G3.1	Use the Scientific Method graphic organizer to engage in investigations at grade level

	3	Scientific Principles	S.SP.G3.2	Make predictions based on investigations given at grade level
	3	Scientific Principles	S.SP.G3.3	Use the senses to gather information based on investigations given at grade level
	3	Scientific Principles	S.SP.G3.4	Record and interpret data based on investigations given at grade level
	3	Scientific Principles	S.SP.G3.5	Present data based on investigations given at grade level
	3	Scientific Principles	S.SP.G3.6	Manipulate simple equipment and materials in setting up experiments given at grade level

GRADE 4				
GRADE 4				
SCIENCE	GRADE	STRAND	STANDARD#	2021 SCIENCE CONTENT/PERFORMANCE STANDARDS
	4	Diversity and Classification	S.DC.G4.1	Know that animals are invertebrates and vertebrates and plants flowering and non-flowering)
	4	Diversity and Classification	S.DC.G4.2	Create life cycles for invertebrates and vertebrates
	4	Diversity and Classification	S.DC.G4.3	Identify and discuss the body systems and their main organs (respiratory and circulatory) found in the human body
	4	Diversity and Classification	S.DC.G4.4	Investigate plant growth (height) based on varying conditions
	4	Ecosystem	S.ES.G4.1	Explain the feeding relationships between living things
	3	Ecosystem	S.ES.G4.2	Create food chains using consumers, producers and decomposers illustrating the flow of energy
	4	Ecosystem	S.ES.G4.3	Express the importance of various habitats in the Turks and Caicos Islands
	4	Earth's Weather	S.EW.G4.1	Create a thermometer that can be used to detect increase and decrease in temperature
	4	Earth's Weather	S.EW.G4.2	Use a thermometer to measure temperature
	4	Earth's Weather	S.EW.G4.3	Explain the different states of water and the effects of heating and cooling water
	4	Matter and Materials	S.MM.G4.1	Compare materials using knowledge of properties of solids, liquids, and gases
	4	Matter and Materials	S.MM.G4.2	Plan and carry-out investigations on the temperature (heating and cooling) at which change of state occurs using degrees Celsius
	4	Matter and Materials	S.MM.G4.3	Know how to separate salt and water through evaporation
	4	Natural Hazards	S.NH.G4.1	Explain the physical features of the natural hazards that impact the Turks and Caicos Islands and Caribbean Region
	4	Earth's Resources	S.ER.G4.1	Investigate and classify examples of soil types with respect to particle size, water retention, colour, texture and smell
	4	Earth's Resources	S.ER.G4.2	Demonstrate involvement in environmental protection
	4	The Solar System	S.SS.G4.1	Describe the movement of Earth, relative to the Sun in the solar system
4	The Solar System	S.SS.G4.2	Create a model of the Earth layers	

	4	Forces, Motion and Structures	S.FMS.G4.1	Identify and demonstrate gravity force, frictional force, and air resistance force
	4	Forces, Motion and Structures	S.FMS.G4.2	Identify types of simple machines and their use in everyday life
	4	Energy	S.E.G4.1	Identify examples of renewable and non-renewable energy sources
	4	Scientific Principles	S.SP.G4.1	Use the Scientific Method graphic organizer to engage in investigations at grade level
	4	Scientific Principles	S.SP.G4.2	Make predictions based on investigations given at grade level
	4	Scientific Principles	S.SP.G4.3	Use the senses to gather information based on investigations given at grade level
	4	Scientific Principles	S.SP.G4.4	Record and interpret data based on investigations given at grade level
	4	Scientific Principles	S.SP.G4.5	Present data based on investigations given at grade level
	4	Scientific Principles	S.SP.G4.6	Manipulate simple equipment and materials in setting up experiments given at grade level

GRADE 5				
GRADE 5				
SCIENCE	GRADE	STRAND	STANDARD#	CONTENT STANDARDS
	5	Diversity and Classification	S.DC.G5.1	Know the classifications and sub-classifications of Animal and Plant Kingdoms
	5	Diversity and Classification	S.DC.G5.2	Plan and carry out investigations on living and non-living things
	5	Diversity and Classification	S.DC.G5.3	Plan and carry out investigations on vertebrates and invertebrates
	5	Diversity and Classification	S.DC.G5.4	Identify and discuss the body systems and their main organs/parts (muscular and skeletal system) found in the human body
	5	Diversity and Classification	S.DC.G5.5	Explain the difference between the transportation and transpiration within plants i.e., xylem and phloem tissues
	5	Diversity and Classification	S.DC.G5.6	Know the difference between monocotyledonous and dicotyledonous plants
	5	Diversity and Classification	S.DC.G5.7	Grow food from seeds
	5	Ecosystem	S.EC.G5.1	Locate specific ecosystems in the Turks and Caicos Islands
	5	Ecosystem	S.EC.G5.2	Explain the interactions amongst living things in an ecosystem
	5	Ecosystem	S.EC.G5.3	Illustrate and explain the dependency of one organism on another in a food chain
	5	Ecosystem	S.EC.G5.4	Locate coral reefs on the map of the Turks and Caicos Islands
	5	Earth's Weather	S.EW.G5.1	Create a rain gauge that can be used to measure rainfall
	5	Earth's Weather	S.EW.G5.2	Plan and carrying out investigations on the rainfall using the Scientific Method
	5	Earth's Weather	S.EW.G5.3	Explain the role of each main stage of the water cycle i.e., evaporation, condensation, and precipitation.
	5	Matter and Materials	S.MM.G5.1	Demonstrate reversible (dissolving, mixing, changes of state) and irreversible (burning, rusting, decay) changes in everyday life
	5	Natural Hazards	S.NH.G5.1	Create models/simulations of natural hazards that affect the Turks and Caicos Islands, Caribbean Region, and the world
	5	Earth's Resources	S.ER.G5.1	Compare and categorize rocks as igneous, metamorphic, and sedimentary

SCIENCE	5	Earth's Resources	S.ER.G5.2	Explain the effects of the sun, water and wind on rocks and soil
	5	Earth's Resources	S.ER.G5.3	Demonstrate involvement in environmental protection
	5	The Solar System	S.SS.G5.1	Describe the movement of the Moon, relative to the Earth in the solar system
	5	The Solar System	S.SS.G5.2	Explain the position of the sun and the impact on the length and position of shadows
	5	Forces, Motion and Structures	S.FMS.G5.1	Identify and demonstrate magnetism force
	5	Forces, Motion and Structures	S.FMS.G5.2	Identify levers, wheel and axle, and wedges in everyday life
	5	Energy	S.E.G5.1	Explain and distinguish light, sound, and heat energy
	5	Energy	S.E.G5.2	Identify conductors and insulators of heat
	5	Energy	S.E.G5.3	Construct a simple series electrical circuit i.e., including cells, wires, bulbs, switches, and buzzers
	5	Scientific Principles	S.SP.G5.1	Use the Scientific Method graphic organizer to engage in investigations at grade level
	5	Scientific Principles	S.SP.G5.2	Make predictions based on investigations given at grade level
	5	Scientific Principles	S.SP.G5.3	Use the senses to gather information based on investigations given at grade level
	5	Scientific Principles	S.SP.G5.4	Record and interpret data based on investigations given at grade level
	5	Scientific Principles	S.SP.G5.5	Present data based on investigations given at grade level
	5	Scientific Principles	S.SP.G5.6	Manipulate simple equipment and materials in setting up experiments given at grade level

GRADE 6				
GRADE 6				
SCIENCE	GRADE	STRAND	STANDARD#	CONTENT STANDARDS
	6	Diversity and Classification	S.DC.G6.1	Explain the structure of a vertebrate (rock iguana) and an invertebrate (conch)
	6	Diversity and Classification	S.DC.G6.2	Identify and discuss main parts and their function in the reproductive system
	6	Diversity and Classification	S.DC.G6.3	Create a meal plan reflecting the components of a balanced diet and able to justify their decisions
	6	Diversity and Classification	S.DC.G6.4	Explain the process of reproduction in flowers
	6	Diversity and Classification	S.DC.G6.5	Demonstrate an understanding of the plant life cycle through illustration
	6	Diversity and Classification	S.DC.G6.6	Use plant propagation by growing bananas through grafting method
	6	Ecosystems	S.EC.G6.1	Create food webs from food chains and interpret what happens to the energy in food web
	6	Ecosystem	S.EC.G6.2	Explain how animals adapt and compete for food, space, and mate in the environment
	6	Ecosystem	S.EC.G6.3	Debate the importance of coral reefs and mangroves to Turks and Caicos Islands and the Caribbean Region
	6	Earth's Weather	S.EW.G6.1	Plan and carry out experiments involving detecting weather conditions (Wind, Rain, Temperature) using the Scientific Method
	6	Matter and Materials	S.MM.G6.1	Know the difference between physical and chemical change
	6	Matter and Materials	S.MM.G6.2	Create and explain examples of solute, solvent, and solution
	6	Natural Hazards	S.NH.G6.1	Discuss the impact of natural hazards that affect the Turks and Caicos Islands, Caribbean Region and the world
	6	Earth's Resources	S.ER.G6.1	Demonstrate the process of weathering and erosion using models
	6	Earth's Resources	S.ER.G6.2	Demonstrate involvement in environmental protection
	6	The Solar System	S.SS.G6.1	Explain and illustrate revolution and rotation in relation Earth
6	The Solar System	S.SS.G6.2	Identify the main phases of the moon.	

SCIENCE	6	Forces, Motion and Structures	S.FMS.G6.2	Investigate how strength and stability of a structure depends on the size and mass
	6	Energy	S.E.G6.1	Design and construct a machine powered by moving air or water using recycled materials in the environment
	6	Energy	S.E.G6.2	Construct a simple series and parallel electrical circuit i.e., including cells, wires, bulbs, switches, and buzzers
	6	Scientific Principles	S.SP.G6.1	Use the Scientific Method graphic organizer to engage in investigations at grade level
	6	Scientific Principles	S.SP.G6.2	Make predictions based on investigations given at grade level
	6	Scientific Principles	S.SP.G6.3	Use the senses to gather information based on investigations given at grade level
	6	Scientific Principles	S.SP.G6.4	Record and interpret data based on investigations given at grade level
	6	Scientific Principles	S.SP.G6.5	Present data based on investigations given at grade level
	6	Scientific Principles	S.SP.G6.6	Manipulate simple equipment and materials in setting up experiments given at grade level

GRADE 3-4				
CAREER & LIFE SKILLS	GRADE	STRAND	STANDARD#	CONTENT STANDARD
	3-4	Career and Life Skills	CLS.G4.1	Complete tasks within an allotted time by acquiring, storing, organizing, and using materials and space efficiently.
	3-4	Career and Life Skills	CLS.G4.2	Identify and practice compromise and conflict resolution skills.
	3-4	Career and Life Skills	CLS.G4.3	Share new concepts learned through peer teaching and presenting to a group.
	3-4	Career and Life Skills	CLS.G4.4	Identify and actively participate in group roles and responsibilities while demonstrating respect and awareness of diversity.
	3-4	Career and Life Skills	CLS.G4.5	Identify real-world problems.
	3-4	Career and Life Skills	CLS.G4.6	Plan and manage activities to develop a solution or complete a project.
	3-4	Career and Life Skills	CLS.G4.7	Seek help from appropriate people (staff, students, parents, etc.) and appropriate resources.

GRADE 5-6				
CAREER & LIFE SKILLS	GRADE	STRAND	STANDARD#	CONTENT STANDARD
	5-6	Career and Life Skills	CLS.G6.1	Successfully lead a group activity.
	5-6	Career and Life Skills	CLS.G6.2	Actively participate as a team member to accomplish group goals while effectively working with diverse individuals/groups.
	5-6	Career and Life Skills	CLS.G6.3	Identify real-world problems and efficiently locate & effectively use various sources of information to propose possible solutions
	5-6	Career and Life Skills	CLS.G6.4	Plan, manage and complete projects in a timely and effective manner.
5-6	Career and Life Skills	CLS.G6.5	Use a variety of methods including oral, written, graphic, pictorial, and/or multimedia in order to create and share a product.	

References

- Adom, D., Yeboah, A., & Ankrah, A. K. (2016). Constructivism philosophical paradigm: Implication for research, teaching and learning. *Global journal of arts humanities and social sciences*, 4(10), 1-9.
- California Department of Education. (2014). *Common Core State Standards Systems Implementation Plan for California* [PDF]. California Department of Education. <https://www.cde.ca.gov/re/cc/documents/ccsssimplementationplan.pdf>.
- Florida Department of Education. (n.d). *Florida Standards Implementation Guide*. Fldoe.org. <https://www.fldoe.org/core/fileparse.php/7539/urlt/FLStdImpGuide.pdf>.
- Government of the Turks and Caicos Islands. (2011). *Chapter 12.01 Education Ordinance*. Turks and Caicos Islands: The Regional Law Revision Centre Inc.
- Iowa Department of Education. (2017). *Iowa Social Studies Standards Implementation Plan* [PDF]. Iowa Core. <https://iowacore.gov/sites/default/files/iowasocialstudiesstandardsimplementationplan.pdf>
- Johnston, H. (2012). The Spiral Curriculum. Research into Practice. *Education Partnerships, Inc.*
- Konstantopoulos, S., Li, W., Miller, S. R., & van der Ploeg, A. (2017). Do interim assessments reduce the race and SES achievement gaps?. *The Journal of Educational Research*, 110(4), 319-330.
- Smith, B. (2013). *Embracing and Implementing New K-12 Standards in English, Mathematics and Science | ASCCC*. Asccc.org. <https://asccc.org/content/embracing-and-implementing-new-k-12-standards-english-mathematics-and-science-0>.
- Sun, Y., & Suzuki, M. (2013). Diagnostic assessment for improving teaching practice. *International Journal of Information and Education Technology*, 3(6), 607.
- The Center on Standards and Assessment Implementation. (n.d). *Standards Implementation Framework*. Csaawested.org. <https://csaa.wested.org/wp-content/uploads/2019/11/Standards-Implementation-Framework-CSAI-version-1.0.pdf>.