

abc



ELEMENTARY

AKS BY LEVEL



Academic
Knowledge
and Skills

2010-11

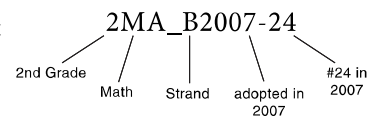
About the Academic Knowledge and Skills (AKS) Curriculum

The AKS are the standards for academic excellence for all students in Gwinnett County Public Schools (GCPS). In every GCPS classroom, instruction and assessment are tailored so that all students learn the AKS. The alignment of AKS with standardized assessments ensures that GCPS elementary students are well-prepared for national measurements of achievement. GCPS’ rigorous AKS curriculum also aligns with the state curriculum, known as the Georgia Performance Standards (GPS). This alignment assures that students are prepared for state tests, including the Criterion-Referenced Competency Tests (CRCT), which measure the grade-level achievement of Georgia elementary and middle school students.

Since its inception in 1996, GCPS’ AKS curriculum has reflected the collective wisdom of thousands of educators and community members who worked together to determine what students need to know and be able to do in order to be successful at the next grade level and in the future. This investment by GCPS’ stakeholders has ensured that the AKS curriculum remains a rigorous and relevant blueprint for student learning in Gwinnett. As part of that ongoing effort, the GEMS Oversight Committee— made up of community and GCPS staff members— meets annually to review proposed additions, deletions, and changes to the AKS that come out of school and community surveys. Following validation by the GEMS committee, recommendations are submitted to the superintendent for approval by the School Board, with implementation the following school year.

Notes about this Booklet

- Correlations to the following state-required objectives/assessments/curriculum are indicated for respective Academic Knowledge and Skills: *Georgia Performance Standards (GPS)*, *Quality Core Curriculum (QCC)*, *Iowa Tests of Basic Skills (ITBS)*, and *Character Education (CE)*
- Academic Knowledge and Skills beginning with “explore” will not be assessed for mastery at that grade level, but are prerequisite for mastery at a higher grade level.
- Comprehensive AKS booklets like this one are available by grade level (K–8 and combined grades for high school) and by core academic subject (Language Arts, Mathematics, Science, and Social Studies) on the district website at www.gwinnett.k12.ga.us. These booklets are posted in PDF form.
- Parents also can find online PDFs of grade-level brochures (grades K–8) with a more general overview of what students will learn, available services, promotion requirements, and grade-level testing. The Choice Book serves this purpose for high school students, providing an overview of the high school experience, high school and postsecondary planning tools, and a “course catalog.” Parents receive a printed copy of their child’s grade-level AKS brochure (K–8) at the start of the school year, and rising 9th graders receive a printed copy of The Choice Book.
- The AKS numbering system was developed to allow for additions and deletions of AKS without changing the number reference of other AKS. The reference code includes the subject and/or grade level, a letter representing the topic strand, and the year implemented.



Character Education

The school system supports a mandate from the Georgia General Assembly requiring all schools to teach character education. Society and culture are tied together through common threads that guide the way we live, work, and learn. These common beliefs are taught at home and reinforced by the community, schools, religious institutions, and youth service groups. These basic tenets guide the way Gwinnett County teachers teach and the way the school system conducts the business of teaching and learning. Character education is thoroughly embedded in the AKS curriculum. Traits emphasized in the curriculum include the following:

courage	respect for	self-control	generosity	respect for	creativity
patriotism	others	courtesy	punctuality	environment	sportsmanship
citizenship	cooperation	compassion	cleanliness	respect for	loyalty
honesty	kindness	tolerance	cheerfulness	creator	perseverance
fairness	self-respect	diligence	school pride	patience	virtue

Table of Contents

Kindergarten AKS.....	3	4th Grade AKS.....	43
1st Grade AKS	12	5th Grade AKS.....	55
2nd Grade AKS.....	22	ES Modern Languages	67
3rd Grade AKS	32	6th Grade AKS (core only)	69
		Notes	80

Language Arts

A - Listening, Speaking, and Viewing

- listen attentively to respond to questions and to follow two-part directions (GPS, CE) (KLA_A2009-1)
- participate in choral speaking and creative drama (KLA_A2009-2)
- recite short poems, rhymes, songs, and stories with repeated patterns (KLA_A2009-3)
- use oral language to relate experiences and expand vocabulary (GPS, CE) (KLA_A2009-4)
- recall orally a series of three visually presented items (KLA_A2009-5)
- listen and speak appropriately with peers and adults (GPS) (KLA_A2009-6)
- repeat auditory sequences: letters, words, numbers, and rhythmic patterns (GPS) (KLA_A2009-7)
- communicate effectively when using descriptive language, relating experiences, and retelling stories (GPS) (KLA_A2009-8)
- describe people, places, things, locations, and actions (GPS) (KLA_A2009-9)
- use complete sentences when speaking and begin to use subject-verb agreement and tense correctly (GPS) (KLA_A2009-10)

B - Reading (Strategies and Comprehension)

- listen to, select, and read a variety of literary (e.g., short stories and poems) and informational texts and materials for pleasure and to gain knowledge (GPS) (KLA_B2009-11)
- tell stories using wordless picture books and picture sequences (KLA_B2009-12)
- make predictions from pictures and titles (GPS) (KLA_B2009-13)
- discriminate between real and imaginary content in texts (GPS) (KLA_B2009-14)
- explore the comparison and contrast of content within stories (KLA_B2009-15)
- retell stories and respond to literal, inferential, and evaluative questions about the story (GPS) (KLA_B2009-16)
- retell and identify the beginning, middle, and end of stories (GPS) (KLA_B2009-17)
- sequence events in a story (KLA_B2009-18)
- demonstrate that print makes sense by reading and explaining one's own writings and drawings (GPS) (KLA_B2009-19)
- ask and answer questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolution) of a read-aloud text (GPS) (KLA_B2009-20)
- use prior knowledge, graphic features (illustrations), and graphic organizers to understand text (GPS) (KLA_B2009-21)

C - Reading (Concepts About Print)

- relate written language to spoken language (GPS) (KLA_C2009-22)
- distinguish among written letters, words, and sentences (GPS) (KLA_C2009-23)
- recognize that sentences in print are made up of separate words (GPS) (KLA_C2009-24)
- segment phonemes in high-frequency words (GPS) (KLA_C2009-25)
- blend phonemes to make high-frequency words (GPS) (KLA_C2009-26)
- identify and match all upper and lower case letters of the alphabet out of sequence (GPS) (KLA_C2009-27)
- recognize common environmental print such as common signs and logos and recognize that print and pictures (signs and labels, newspapers, and informational books) can inform, entertain, and persuade (GPS) (KLA_C2009-28)
- demonstrate principles of directionality by holding print materials in the correct position and using left-to-right and top-to-bottom progression (GPS) (KLA_C2009-29)
- begin to recognize and understand that punctuation and capitalization are used in all written sentences (GPS) (KLA_C2009-30)

D - Reading (Word Work/Vocabulary/Phonics/Fluency)

- listen to a variety of texts and use new vocabulary in oral language (GPS) (KLA_D2009-31)
- recognize words in a familiar context (KLA_D2009-32)
- identify own first and last name in print (KLA_D2009-33)
- read 50 high-frequency sight words and common words, such as colors, numbers, names, and places (KLA_D2009-34)
- recognize and produce rhyming and non-rhyming words (GPS) (KLA_D2009-35)
- recognize simple word opposites (KLA_D2009-36)
- match all consonant and short-vowel sounds to appropriate letters (GPS) (KLA_D2009-37)

D - Reading (Word Work/Vocabulary/Phonics/Fluency) (continued)

- identify component sounds (phonemes and combinations of phonemes) in spoken words (GPS) (KLA_D2009-38)
- blend and segment syllables in spoken words (GPS) (KLA_D2009-39)
- blend sounds to read one-syllable words (GPS) (KLA_D2009-40)
- read previously taught high-frequency words at the rate of 30 words correct per minute (GPS) (KLA_D2009-41)
- read previously taught grade-level text with appropriate expression (GPS) (KLA_D2009-42)
- apply learned phonics skills when reading words and sentences in stories (GPS) (KLA_D2009-43)
- use words that signal sequence relationships such as first, next, and last (KLA_D2009-44)
- explore the use of a picture dictionary or dictionary to identify words (KLA_D2009-45)
- discuss the meaning of words and understand that some words have multiple meanings (GPS) (KLA_D2009-46)
- connect life experiences to read-aloud text (GPS) (KLA_D2009-47)

E - Writing (Grammar, Usage, Mechanics, and Spelling)

- use left to right and top to bottom directionality in writing (GPS) (KLA_E2009-48)
- begin to use capitalization at the beginning of sentences and punctuation (periods and question marks) at the end of sentences (GPS) (KLA_E2009-49)

F - Writing (Across Genres)

- write or dictate to describe familiar persons, places, objects, or experiences (KLA_F2009-50)
- explore prewriting, drafting, revising, editing, and publishing (KLA_F2009-51)
- write legibly in manuscript own first and last names with initial capital letters, self-selected and teacher-selected words, and upper and lower case letters of the alphabet (GPS) (KLA_F2009-52)
- begin to develop a draft from pre-writing (GPS) (KLA_F2009-53)
- begin to develop a sense of closure (GPS) (KLA_F2009-54)
- begin to use naming, action, and describing words (GPS) (KLA_F2009-55)
- pre-write orally or in writing to generate ideas (graphic organizers and pictures) (GPS) (KLA_F2009-56)

G - Writing (Narrative)

- write a story that involves one event (GPS) (KLA_G2009-57)
- use drawings, letters, and phonetically spelled words to describe a personal experience (GPS) (KLA_G2009-58)

H - Writing (Informational)

- write a piece that involves one topic (GPS) (KLA_H2009-59)
- use drawings, letters, and phonetically spelled words to share information (GPS) (KLA_H2009-60)
- publish a final copy (GPS) (KLA_H2009-61)

I - Writing (Persuasive)

- state an opinion (GPS) (KLA_I2009-62)
- use words, illustrations, or graphics to support an opinion (GPS) (KLA_I2009-63)
- begin to use formats appropriate to the genre (letter and poster) (GPS) (KLA_I2009-64)

J - Writing (Response to Literature)

- retell a story orally, through pictures, or in writing (GPS) (KLA_J2009-65)
- make connections: text-to-self, text-to-text, text-to-world (GPS) (KLA_J2009-66)

K - Accessing Information / Reference Skills

- explore the use of the media center, picture books, audiovisual resources, and available technology for reading and writings (KLA_K2009-67)

Mathematics

A - Process Skills

- use appropriate technology to solve mathematical problems (GPS) (KMA_A2007-1)
- build new mathematical knowledge through problem-solving (GPS) (KMA_A2007-2)
- solve problems that arise in mathematics and in other areas (GPS) (KMA_A2007-3)
- apply and adapt a variety of appropriate strategies to solve problems (GPS) (KMA_A2007-4)
- monitor and reflect on the process of mathematical problem-solving (GPS) (KMA_A2007-5)
- recognize reasoning and proof (evidence) as fundamental aspects of mathematics (GPS) (KMA_A2007-6)
- make and investigate mathematical conjectures (GPS) (KMA_A2007-7)
- investigate, develop, and evaluate mathematical arguments and proofs (GPS) (KMA_A2007-8)
- select and use various types of reasoning and methods of proof (GPS) (KMA_A2007-9)
- organize and consolidate mathematics thinking (GPS) (KMA_A2007-10)
- communicate mathematical thinking coherently to peers, teachers, and others (GPS) (KMA_A2007-11)
- analyze and evaluate the mathematical thinking and strategies of others (GPS) (KMA_A2007-12)
- use the terminology and language of mathematics to express mathematical ideas precisely (GPS) (KMA_A2007-13)
- recognize and use connections among mathematical ideas (GPS) (KMA_A2007-14)
- explain how mathematical ideas interconnect and build on one another to produce a coherent whole (GPS) (KMA_A2007-15)
- recognize and apply mathematics in contexts outside of mathematics (GPS) (KMA_A2007-16)
- create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas (GPS) (KMA_A2007-17)
- select, apply, and translate among mathematical representations to solve problems (GPS) (KMA_A2007-18)
- use representations to model and interpret physical, social, and mathematical phenomena (GPS) (KMA_A2007-19)

B - Numbers and Operations

- demonstrate one-to-one correspondence when counting objects through 30 (GPS) (KMA_B2007-20)
- produce models for number words through 10 (GPS) (KMA_B2007-21)
- recognize and write numerals through 20 to label sets (GPS) (KMA_B2007-23)
- sequence and identify ordinal numbers 1st through 10th (GPS) (KMA_B2007-24)
- compare two or more sets of objects (1-10) and identify which set is equal to, more than, or less than the other (GPS) (KMA_B2007-25)
- estimate quantities using five and 10 as benchmarks (e.g., 9 is one five and four more which is closer to two fives or one 10 than it is to one five) (GPS) (KMA_B2007-26)
- use informal strategies to share objects equally (divide) between two or three people or sets (GPS) (KMA_B2007-27)
- identify coins by name and value: pennies, nickels, dimes, quarters, and dollar bills (GPS) (KMA_B2007-28)
- count out pennies to buy items that together cost less than 30 cents (GPS) (KMA_B2007-29)
- make fair trades involving combinations of pennies and nickels or pennies and dimes (GPS) (KMA_B2007-30)
- use counting strategies to find out how many items are in two sets when they are combined, separated, or compared (GPS) (KMA_B2007-31)
- build number combinations up to 10 (GPS) (KMA_B2007-32)
- use objects, pictures, numbers, or words to create, solve, and explain story problems for two numbers that are each less than 10 (including the concepts of joining, separating, or comparing objects) (GPS) (KMA_B2007-33)

C - Geometry

- recognize, name, and sort geometric figures: triangles, rectangles, squares, circles (GPS) (KMA_C2007-34)
- compare geometric shapes and identify similarities and differences of the following two and three-dimensional figures: triangles, rectangles, squares, circles, spheres, and cubes (GPS) (KMA_C2007-35)
- recognize and name spheres and cubes (GPS) (KMA_C2007-36)
- identify concrete objects in the environment and represent the objects using basic shapes (GPS) (KMA_C2007-37)
- combine basic shapes into basic and more complicated shapes (GPS) (KMA_C2007-38)

Kindergarten

C - Geometry (*continued*)

- decompose basic shapes into combinations of basic shapes (GPS) (KMA_C2007-39)
- identify spatial relationships, such as when an object is beside, above, below, in front of, behind, inside, or outside another object (GPS) (KMA_C2007-40)

D - Measurement

- compare and order objects on the basis of length(longer/shorter), capacity (more/less), height (taller/shorter), and weight (heavier/lighter) (GPS) (KMA_D2007-41)
- name days of the week, months of the year, and the four seasons (GPS) (KMA_D2007-42)
- use the words yesterday, today, and tomorrow to describe passage of time (GPS) (KMA_D2007-43)
- order daily events (GPS) (KMA_D2007-44)
- tell the time when daily events occur, such as morning, afternoon, and night (GPS) (KMA_D2007-45)
- name the day of the week when weekly events occur in class (GPS) (KMA_D2007-46)

E - Algebra

- identify, create, extend, and transfer patterns from one representation to another using actions, objects, and geometric shapes (GPS) (KMA_E2007-47)
- identify missing shapes within a given pattern of geometric shapes (GPS) (KMA_E2007-48)
- extend a given pattern and recognize similarities, such as color, shape, texture, or number, in different patterns (GPS) (KMA_E2007-49)
- explore the concept of equivalence relating to addition and subtraction, such as a set represented by $4+1$ is equivalent to a set represented by $3+2$ (KMA_E2007-50)
- sort and categorize objects by identifying attributes such as longer/shorter, more/less, taller/shorter, and heavier/lighter, and make generalizations (KMA_E2007-51)

F - Data Analysis and Probability

- pose information questions, collect and organize data in picture graphs (GPS) (KMA_F2007-52)

Science

A - Characteristics of Science

- discuss the importance of curiosity, honesty, openness, and skepticism in science and exhibit these traits in efforts to understand how the world works (GPS) (KSC_A2007-1)
- demonstrate knowledge of scientific processes and inquiry methods (GPS) (KSC_A2007-2)
- apply computation and estimation skills necessary for analyzing data and following scientific investigations (GPS) (KSC_A2007-3)
- use tools and instruments for observing, measuring, and manipulating objects in scientific activities (GPS) (KSC_A2007-4)
- use the concepts of system, model, change, and scale when exploring scientific and technological matters (GPS) (KSC_A2007-5)
- communicate scientific ideas and activities clearly (GPS) (KSC_A2007-6)

B - Earth Science

- analyze time patterns and objects (sun, moon, stars) in the day and night sky (GPS) (KSC_B2007-7)
- describe the physical attributes of rocks and soils (GPS) (KSC_B2007-8)

C - Physical Science

- describe objects in terms of their composition and physical attributes (GPS) (KSC_C2007-9)
- explore the forces that cause a change in motion (speed and direction, push and pull) (GPS) (KSC_C2007-10)
- observe and communicate the effect of gravity on objects (GPS) (KSC_C2007-11)

D - Life Science

- distinguish living things from non-living things based on physical attributes (GPS) (KSC_D2007-12)
- compare and contrast groups of organisms (GPS) (KSC_D2007-13)

Social Studies

A - Map and Globe Skills

- use cardinal directions (GPS) (KSS_A2008-1)

B - Information Processing Skills

- compare similarities and differences (GPS) (KSS_B2008-2)
- organize items chronologically (GPS) (KSS_B2008-3)
- identify issues and/or problems (GPS) (KSS_B2008-4)

C - Where We Live

- explain that a map is a drawing of a place and a globe is a model of the earth (GPS) (KSS_C2008-5)
- identify city's geographic location in the world (GPS) (KSS_C2008-6)
- model good citizenship (GPS) (KSS_C2008-7)

D - Our Nation

- identify the purpose of national holidays and describe the people or events celebrated (GPS) (KSS_D2008-8)
- identify important American symbols and explain their meaning (GPS) (KSS_D2008-9)
- use words and phrases related to chronology and time to explain how things change (GPS) (KSS_D2008-10)
- describe American culture by explaining diverse community and family celebrations and customs related to Flag Day and Independence Day (GPS) (KSS_D2008-11)
- retell stories that will illustrate positive character traits and explain how people in the stories (including Betsy Ross sewing the flag and Thomas Jefferson writing the Declaration of Independence) show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment (GPS) (KSS_D2008-12)

E - Observing Labor Day

- identify the purpose of Labor Day and describe the people or events celebrated (GPS) (KSS_E2008-13)
- use words and phrases related to chronology and time to explain how things change in relation to Labor Day (GPS) (KSS_E2008-14)
- describe American culture by explaining diverse community and family celebrations and customs related to Labor Day (GPS) (KSS_E2008-15)
- retell stories that will illustrate positive character traits and explain how people in the stories (such as workers in various job categories) show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment (GPS) (KSS_E2008-16)
- describe the work that people do (police officer, fire fighter, soldier, mail carrier, baker, farmer, doctor, and teacher) (GPS) (KSS_E2008-17)
- explain that people earn income by exchanging their human resources (physical or mental) for wages or salaries (GPS) (KSS_E2008-18)
- explain how money is used to purchase goods and services (GPS) (KSS_E2008-19)

F - Observing Columbus Day

- identify the purpose of Columbus Day and describe the people or events celebrated (GPS) (KSS_F2008-20)
- use words and phrases related to chronology and time to explain how things change in relation to Columbus Day (GPS) (KSS_F2008-21)
- describe American culture by explaining diverse community and family celebrations and customs related to Columbus Day (GPS) (KSS_F2008-22)
- retell stories that will illustrate positive character traits and explain how people in the stories (such as Christopher Columbus) show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment (GPS) (KSS_F2008-23)

G - Observing Veteran's Day

- identify the purpose of Veterans Day and describe the people or events celebrated (GPS) (KSS_G2008-25)

G - Observing Veteran's Day (continued)

- use words and phrases related to chronology and time to explain how things change in relation to Veterans Day (GPS) (KSS_G2008-26)
- describe American culture by explaining diverse community and family celebrations and customs related to Veterans Day (GPS) (KSS_G2008-27)
- retell stories that will illustrate positive character traits and explain how people in the stories (such as a WW II veteran, Gulf War veteran, etc.) show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment (GPS, CE) (KSS_G2008-28)
- describe the work that people do (soldier) (GPS) (KSS_G2008-29)
- explain that people earn income by exchanging their human resources for wages or salaries (GPS) (KSS_G2008-30)

H - Observing Thanksgiving Day

- identify the purpose of Thanksgiving Day and describe the people or events celebrated (GPS) (KSS_H2008-31)
- use words and phrases related to chronology and time to explain how things change in relation to Thanksgiving Day (GPS) (KSS_H2008-32)
- describe American culture by explaining diverse community and family celebrations and customs related to Thanksgiving Day (GPS) (KSS_H2008-33)
- retell stories that will illustrate positive character traits and explain how people in the stories (such as pilgrims) show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment (GPS) (KSS_H2008-34)

I - Observing Martin Luther King Jr. Day

- identify the purpose of Martin Luther King Jr. Day and describe the people or events celebrated (GPS, ITBS) (KSS_I2008-35)
- use words and phrases related to chronology and time to explain how things change in relation to Martin Luther King Jr. Day (GPS, ITBS) (KSS_I2008-36)
- describe American culture by explaining diverse community and family celebrations and customs related to Martin Luther King Jr. Day (GPS, CE) (KSS_I2008-37)
- retell stories that will illustrate positive character traits and explain how people in the stories (such as Martin Luther King Jr.) show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation and accomplishment (GPS) (KSS_I2008-38)

J - Observing President's Day

- identify the purpose of Presidents Day and describe the people or events celebrated (GPS) (KSS_J2008-39)
- identify important American symbols and explain their meaning (GPS) (KSS_J2008-40)
- use words and phrases related to chronology and time to explain how things change in relation to Presidents Day (GPS, CE) (KSS_J2008-41)
- describe American culture by explaining diverse community and family celebrations and customs related to Presidents Day (GPS) (KSS_J2008-42)
- retell stories that will illustrate positive character traits and explain how people in the stories (such as George Washington, Abraham Lincoln, and the current president) show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment. (GPS) (KSS_J2008-43)

K - Observing Memorial Day

- identify the purpose of Memorial Day and describe the people or events celebrated (GPS) (KSS_K2008-44)
- use words and phrases related to chronology and time to explain how things change in relation to Memorial Day (GPS) (KSS_K2008-45)
- describe American culture by explaining diverse community and family celebrations and customs related to Memorial Day (GPS) (KSS_K2008-46)
- retell stories that will illustrate positive character traits and explain how people in the stories (such as deceased veterans) show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment (GPS) (KSS_K2008-47)

L - Personal Finance

- explain that people must make choices because they cannot have everything they want (GPS) (KSS_L2008-48)

General Music

A - Duration (Rhythm/Beat)

- respond to a steady beat through singing, moving, and playing instruments (QCC) (KGM_A2005-1)
- identify and respond to contrasts in tempo (slow-fast) (QCC) (KGM_A2005-2)
- develop an awareness of long-short sounds (KGM_A2005-3)

B - Pitch (Melody/Harmony)

- participate in group singing of rote songs (QCC) (KGM_B2005-4)
- perform with increasing accuracy in pitch by singing developmentally appropriate songs (QCC) (KGM_B2005-5)
- associate movement and graphic representations of sound with high and low pitches (KGM_B2005-6)

C - Form

- demonstrate an awareness of same, different, and repeated patterns in melody, rhythm, text, and sections of music (QCC) (KGM_C2005-7)

D - Timbre

- distinguish between vocal and instrumental sounds (QCC) (KGM_D2005-8)
- identify sounds of selected classroom instruments (drum, autoharp, piano, guitar) (QCC) (KGM_D2005-9)
- explore various sounds using classroom instruments (KGM_D2005-10)
- demonstrate a developmentally appropriate vocal tone quality (head voice) when singing with a group or alone (QCC) (KGM_D2005-11)

E - Expressive Qualities

- identify and respond to contrasts of loud-soft in music (QCC) (KGM_E2005-12)
- demonstrate growth in knowledge of music vocabulary appropriate to grade level (QCC) (KGM_E2005-13)

F - Style (Cultural/Time and Place)

- participate in song stories, singing games, chants, poems, and musical dramatizations (QCC) (KGM_F2005-14)
- explore music of various cultures and time periods (QCC, CE) (KGM_F2005-15)

G - Creative Skills

- participate in adding simple vocal and percussive sounds to songs, poems, and stories (QCC) (KGM_G2005-16)
- explore creating new texts for familiar songs (QCC, CE) (KGM_G2005-17)
- explore moving creatively to music (QCC, CE) (KGM_G2005-18)

Health

A - First Aid

- list who and tell how to obtain help in emergency situations (QCC) (KHE_A2009-1)

B - Safety

- recognize safe practices that should be followed in the home, school, and community (QCC) (KHE_B2009-2)

C - Personal Care

- recognize and respect basic personal health practices that help maintain health and prevent illness or disease (QCC, CE) (KHE_C2009-3)

D - Disease Prevention

- identify health practices that should be followed to help prevent sickness (QCC) (KHE_D2009-4)

E - Tobacco, Alcohol, and Other Drugs

- name and apply basic rules for taking medicine (QCC) (KHE_E2009-5)
- practice safe behaviors with unknown substances or objects (QCC) (KHE_E2009-6)

F - Nutrition

- recognize the connection between food and health (QCC) (KHE_F2009-7)

G - Emotional Expression / Mental Health

- recognize emotions and appropriate ways to express them (QCC, CE) (KHE_G2009-8)

H - Family Life

- identify family members and their roles (QCC, CE) (KHE_H2009-9)
- discuss different ways children can contribute to and benefit from their family (QCC, CE) (KHE_H2009-10)

I - Anatomy

- identify parts of the body and their function (QCC) (KHE_I2009-11)

Physical Education

A - Fitness

- participate in health-enhancing physical activities (QCC, CE) (KPE_A2009-1)

B - Motor Skills and Movement Patterns

- demonstrate and/or identify basic locomotor and non-locomotor movements (QCC) (KPE_B2009-2)
- explore jumping and landing with and without a rope (KPE_B2009-3)
- demonstrate static balances on various body parts (QCC) (KPE_B2009-4)
- explore throwing and catching with a variety of objects (QCC, CE) (KPE_B2009-5)
- explore rhythms in a variety of movement patterns (QCC) (KPE_B2009-6)
- explore different ways to roll (KPE_B2009-7)
- explore striking a variety of objects using body parts and implements (QCC) (KPE_B2009-8)
- demonstrate ability to stop and start on a signal (KPE_B2009-9)

C - Movement Concepts and Principles

- identify personal and general space (QCC) (KPE_C2009-10)

D - Personal and Social Behavior

- apply acceptable behaviors in a physical setting with reinforcement (QCC, CE) (KPE_D2009-11)
- value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (GPS) (KPE_D2010-1)

Visual Arts

A - Creation, Production, and Performance

- explore qualities of lines (thick and thin) and use a variety of lines in works of art (QCC) (KVA_A2005-1)
- describe and use geometric and free-form shapes in works of art (QCC) (KVA_A2005-2)
- employ color to indicate mood in works of art (QCC) (KVA_A2005-3)
- create a pattern by repeating lines, shapes, and colors (QCC) (KVA_A2005-4)
- recognize differences of line, shape, and color (QCC) (KVA_A2005-5)
- point out space between and around shapes (KVA_A2005-6)
- create art with different subjects and themes and from personal experiences (QCC) (KVA_A2005-7)
- explore a variety of 2-D and 3-D art mediums (QCC) (KVA_A2005-8)
- practice proper use and care of art materials and tools (QCC, CE) (KVA_A2005-9)

B - Perception and Analysis

- compare concepts and ideas from other disciplines, such as patterns in music, dance, mathematics, and language arts (QCC) (KVA_B2005-10)
- identify geometric shapes and free-form shapes (QCC) (KVA_B2005-11)
- distinguish between natural and human-made forms (KVA_B2005-12)
- recognize visual and tactile textures (QCC) (KVA_B2005-13)
- distinguish between color families (primary, secondary, neutral) (QCC) (KVA_B2005-14)
- recognize clues in works of art that infer time and location (QCC) (KVA_B2005-15)
- express preference among art reproductions using elements of art vocabulary (QCC) (KVA_B2005-16)
- recognize shapes as flat (2-D) or not flat (3-D) (QCC) (KVA_B2005-17)
- recognize colors, lines, shapes, textures and patterns in art and nature (QCC) (KVA_B2005-18)

C - Cultural and Historical Context

- view selected works of art by various artists which have recognizable subjects (family, animals, plants, buildings) (QCC) (KVA_C2005-19)
- identify artists as makers of art (painter, sculptor, architect) (QCC) (KVA_C2005-20)

Language Arts

A - Listening, Speaking, and Viewing

- listen attentively to ask and respond appropriately to questions (GPS) (1LA_A2009-1)
- recall information presented orally (GPS) (1LA_A2009-2)
- communicate effectively when relating experiences and retelling stories read, heard, or viewed (GPS) (1LA_A2009-3)
- use complete sentences and a variety of language patterns and sentence structures when speaking (GPS) (1LA_A2009-4)
- follow three-part oral directions (GPS) (1LA_A2009-5)

B - Reading (Strategies and Comprehension)

- recognize, listen to, and read a variety of literary and informational text for a variety of purposes including to answer questions and stimulate ideas (GPS, CE) (1LA_B2009-6)
- make predictions using prior knowledge (GPS) (1LA_B2009-7)
- self-monitor comprehension and reread when necessary (GPS) (1LA_B2009-8)
- use self-correction when reading is not making sense, looking right, or sounding right (GPS) (1LA_B2009-9)
- integrate language structure, meaning clues, phonetic strategies, and sight vocabulary when reading orally and silently (GPS, ITBS) (1LA_B2009-10)
- retell stories read independently or with a partner (GPS) (1LA_B2009-11)
- recognize cause-and-effect relationships in literary and informational text (GPS) (1LA_B2009-12)
- identify sequence of events in literary and informational text (GPS) (1LA_B2009-13)
- identify the main idea and supporting details of literary and informational text read or heard (GPS) (1LA_B2009-14)
- ask and answer questions about essential narrative elements (e.g., beginning-middle- end, setting, characters, problems, events, and resolution) of a read-aloud or independently-read text (GPS) (1LA_B2009-15)
- distinguish between real and imaginary content (GPS) (1LA_B2009-16)
- compare and contrast content within and between stories and between stories and personal experiences (GPS) (1LA_B2009-17)
- recognize plot, setting, and character within texts, and compare and contrast these elements among texts (GPS) (1LA_B2009-18)
- follow one-step written directions (1LA_B2009-19)
- recognize and use graphic features and graphic organizers to understand text (GPS) (1LA_B2009-20)

C - Reading (Concepts About Print)

- recognize that there are correct spellings for words (GPS) (1LA_C2009-21)
- identify a period, a question mark, an exclamation mark, an apostrophe, a comma, and quotation marks and their intended purposes (GPS) (1LA_C2009-22)
- identify the beginning and end of a paragraph (GPS) (1LA_C2009-23)

D - Reading (Word Work/Vocabulary/Phonics/Fluency)

- read grade-level text orally with accuracy, appropriate speed, and expression at a target rate of 60 words correct per minute (GPS) (1LA_D2009-24)
- increase vocabulary to reflect a growing range of interests and knowledge (GPS) (1LA_D2009-25)
- isolate beginning, middle, and ending sounds in single-syllable words (GPS) (1LA_D2009-26)
- identify onsets and rimes in spoken one-syllable words (GPS) (1LA_D2009-27)
- orally blend two to four phonemes into recognizable and/or nonsense words (GPS) (1LA_D2009-28)
- automatically segment one-syllable words into sounds (GPS) (1LA_D2009-29)
- add, delete, or substitute target sounds to change words (e.g., top to stop; smile to mile; cat to cap) (GPS) (1LA_D2009-30)
- distinguish between long and short vowel sounds in spoken, one-syllable words (e.g., can and cane) (GPS) (1LA_D2009-31)
- divide words into syllables orally (ITBS) (1LA_D2009-32)
- automatically generate the sounds for all letters and letter patterns, including long and short vowels (GPS) (1LA_D2009-33)
- apply knowledge of letter-sound correspondence to decode new words (GPS) (1LA_D2009-34)

D - Reading (Word Work/Vocabulary/Phonics/Fluency) (continued)

- read words containing consonant blends (br, cr, dr, fr, gr, pr, tr, bl, cl, fl, gl, pl, sl, sc, sk, sm, sn, sp, st, sw, and tw) (GPS) (1LA_D2009-35)
- read words containing digraphs (sh, th, wh, and ch) (GPS) (1LA_D2009-36)
- read words containing vowel digraphs (ai, ay, ea, ee, and oa) and r-controlled vowels (ar, er, ir, or, and ur) (GPS) (1LA_D2009-37)
- use spelling patterns and word families to recognize words (GPS) (1LA_D2009-38)
- apply learned phonics skills when reading words, sentences, and stories (GPS) (1LA_D2009-39)
- apply letter-sound knowledge to decode accurately and quickly (GPS) (1LA_D2009-40)
- identify 200 common sight words in isolation and in text (GPS) (1LA_D2009-41)
- use new words in oral and written language (GPS) (1LA_D2009-42)
- identify words that are opposites (antonyms) or have similar meanings (synonyms) (GPS) (1LA_D2009-43)
- recognize grade-level words with multiple meanings (GPS) (1LA_D2009-44)
- read compound words in grade-appropriate texts (GPS) (1LA_D2009-45)
- read contractions in grade-appropriate texts (GPS) (1LA_D2009-46)
- read words with inflectional endings (-ing, -ed, -s, and -es) (GPS) (1LA_D2009-47)
- begin to use dictionary and glossary skills to determine word meanings (GPS) (1LA_D2009-48)
- sort words into sets with common characteristics (GPS) (1LA_D2009-49)
- use knowledge of Greek and Latin roots to read new words and determine their meanings (GPS, ITBS) (1LA_D2009-50)

E - Writing (Grammar, Usage, Mechanics, and Spelling)

- write in complete sentences with correct subject-verb agreement (GPS) (1LA_E2009-51)
- identify and use singular and plural nouns (words that name people, places, things, locations, and ideas) (GPS) (1LA_E2009-52)
- identify and use pronouns (personal and singular possessive) (GPS) (1LA_E2009-53)
- capitalize the pronoun "I", beginning letter of sentences, and proper nouns (e.g., personal names, and months) (GPS) (1LA_E2009-55)
- use correct end punctuation (period, question mark, exclamation mark) (GPS, ITBS) (1LA_E2009-56)
- write legibly in manuscript, using appropriate letter formation and spacing between letters and words (GPS) (1LA_E2009-57)
- use commas to separate date from year and items in a series (GPS) (1LA_E2009-58)
- identify contractions (GPS) (1LA_E2009-59)
- begin to use different sentence types (declarative, interrogative, and exclamatory) and structures (simple and compound) (GPS) (1LA_E2009-61)
- apply learned phonics skills and use common resources to spell correctly (GPS) (1LA_E2009-64)
- identify subjects and predicates in sentences (GPS) (1LA_E2010-1)
- identify and use verbs (action words) (GPS) (1LA_E2010-2)
- identify and use adjectives (describing words) (GPS) (1LA_E2010-3)

F - Writing (Across Genres)

- write in a variety of genres (narrative, informational, persuasive, and response to literature) (GPS) (1LA_F2009-67)
- begin to capture a reader's interest (GPS) (1LA_F2009-68)
- begin to maintain a focus (GPS) (1LA_F2009-69)
- begin to develop a sense of closure (GPS) (1LA_F2009-70)
- begin to use the steps in the writing process (prewrite, draft, revise, edit, and publish) (GPS) (1LA_F2009-71)
- use oral or written prewriting (graphic organizers) (GPS) (1LA_F2009-72)
- use examples from literature (mentor texts) to create individual and group stories (1LA_F2009-73)
- describe an experience in writing (GPS) (1LA_F2009-74)
- write texts of a length appropriate to address a topic and tell a story (GPS) (1LA_F2009-75)
- begin to use a variety of resources (picture dictionaries, the Internet, and books) and strategies to gather information to write about a topic (GPS) (1LA_F2009-76)

1st Grade

G - Writing (Narrative)

- begin to use organizational structures (beginning, middle, end, and sequence of events) and strategies (transition words and time cue words) (GPS) (1LA_G2009-77)
- write about a personal experience or imaginative story (GPS) (1LA_G2009-78)
- add details to expand a story (GPS) (1LA_G2009-79)
- begin to develop characters and setting through dialogue and use of adjectives (GPS) (1LA_G2009-80)

H - Writing (Informational)

- stay on one topic (GPS) (1LA_H2009-81)
- add details to expand a topic (GPS) (1LA_H2009-82)
- begin to use organizational structures (steps, chronological order) and strategies (description) (GPS) (1LA_H2009-83)
- begin to use graphic features (charts, pictures, headings) (GPS) (1LA_H2009-84)

I - Writing (Persuasive)

- state a position/opinion (GPS) (1LA_I2009-85)
- add details to support an opinion (GPS) (1LA_I2009-86)
- begin to use formats appropriate to the genre (letter, list of reasons, poster) (GPS) (1LA_I2009-87)

J - Writing (Response to Literature)

- state a position/opinion about a text (GPS) (1LA_J2009-88)
- begin to demonstrate an understanding of the text through oral retelling, pictures, or in writing (GPS) (1LA_J2009-89)
- make connections (text-to-self, text-to-text, text-to-world) (GPS) (1LA_J2009-90)
- begin to use organizational structures (beginning, middle, and end with details from the text) (GPS) (1LA_J2009-91)

K - Accessing Information / Reference Skills

- alphabetize to first letter (1LA_K2009-92)
- recognize the title page (author, illustrator, title) and table of contents as information about a book (1LA_K2009-93)
- use page numbers to locate parts of a book (1LA_K2009-94)
- use the media center and available technology as sources of information and pleasure (GPS) (1LA_K2009-95)

Mathematics

A - Process Skills

- use appropriate technology to solve mathematical problems (GPS) (1MA_A2007-1)
- build new mathematical knowledge through problem-solving (GPS) (1MA_A2007-2)
- solve problems that arise in mathematics and in other areas (GPS) (1MA_A2007-3)
- apply and adapt a variety of appropriate strategies to solve problems (GPS) (1MA_A2007-4)
- monitor and reflect on the process of mathematical problem-solving (GPS) (1MA_A2007-5)
- recognize reasoning and proof (evidence) as fundamental aspects of mathematics (GPS) (1MA_A2007-6)
- make and investigate mathematical conjectures (GPS) (1MA_A2007-7)
- investigate, develop, and evaluate mathematical arguments and proofs (GPS) (1MA_A2007-8)
- select and use various types of reasoning and methods of proof (GPS) (1MA_A2007-9)
- organize and consolidate mathematics thinking (GPS) (1MA_A2007-10)
- communicate mathematical thinking coherently to peers, teachers, and others (GPS) (1MA_A2007-11)
- analyze and evaluate the mathematical thinking and strategies of others (GPS) (1MA_A2007-12)
- use the terminology and language of mathematics to express mathematical ideas precisely (GPS) (1MA_A2007-13)
- recognize and use connections among mathematical ideas (GPS) (1MA_A2007-14)
- explain how mathematical ideas interconnect and build on one another to produce a coherent whole (GPS) (1MA_A2007-15)
- recognize and apply mathematics in contexts outside of mathematics (GPS) (1MA_A2007-16)

A - Process Skills (continued)

- create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas (GPS) (1MA_A2007-17)
- select, apply, and translate among mathematical representations to solve problems (GPS) (1MA_A2007-18)
- use representations to model and interpret physical, social, and mathematical phenomena (GPS) (1MA_A2007-19)

B - Numbers and Operations

- add and subtract small numbers and demonstrate how to represent them (GPS, ITBS) (1MA_B2007-20)
- estimate, model, compare, order, and represent whole numbers up to 100 (GPS, ITBS) (1MA_B2007-21)
- represent numbers less than 100 using a variety of models, diagrams, and number sentences (GPS, ITBS) (1MA_B2007-22)
- represent numbers larger than 10 in terms of tens and ones using counters and pictures (GPS, ITBS) (1MA_B2007-23)
- count and represent the number of objects in a set using numerals (GPS, ITBS) (1MA_B2007-24)
- compare small sets using the terms/symbols to include greater than, less than, and equal to ($>$, $<$, $=$); greatest, least, and fewest (GPS, ITBS) (1MA_B2007-25)
- represent the magnitude and order of numbers up to 100 by making ordered sequences and representing them on a number line (GPS, ITBS) (1MA_B2007-26)
- exchange equivalent quantities of coins by making fair trades involving combinations of pennies, nickels, dimes, and quarters and count out a combination needed to purchase items less than a dollar (GPS, ITBS) (1MA_B2007-27)
- identify bills (\$1, \$5, \$10, \$20) by name and value and exchange equivalent quantities by making fair trades involving combinations of bills and count out a combination of bills needed to purchase items less than twenty dollars (GPS, ITBS) (1MA_B2007-28)
- model and explain place value notation for the numbers between 1 and 100 (GPS, ITBS) (1MA_B2007-29)
- use tools such as sequential number lines and hundreds charts to determine which multiple of ten (rounding) a given number is nearest (GPS, ITBS) (1MA_B2007-30)
- represent collections of less than 30 objects with two-digit numbers to communicate the meaning of place value (GPS, ITBS) (1MA_B2007-31)
- add and subtract numbers less than 100, including two-digit numbers, without regrouping and use the inverse relationship between addition and subtraction (e.g., $15 + 4$, $80 - 60$, $56 + 10$, $100 - 30$, and $58 - 5$) (GPS, ITBS) (1MA_B2007-32)
- determine reasonableness of results (ITBS) (1MA_B2007-33)
- identify one more than, one less than, 10 more than, and 10 less than a given number (GPS, ITBS) (1MA_B2007-34)
- skip-count by 2's, 5's and 10's forward and backward to and from numbers up to 100 (GPS, ITBS) (1MA_B2007-35)
- compose and decompose numbers up to 10 (e.g., 8 is represented as $4 + 4$, $3 + 5$, $5 + 2 + 1$, and $10 - 2$) (GPS, ITBS) (1MA_B2007-36)
- decompose numbers between 10 and 99 as the appropriate number of tens and ones (GPS, ITBS) (1MA_B2007-37)
- model a variety of situations to which subtraction may apply: taking away from a set, comparing two sets, and determining how many more or how many less (GPS, ITBS) (1MA_B2007-38)
- use strategies such as counting on, counting back, doubles, and making tens to demonstrate understanding of adding and subtracting number combinations (GPS, ITBS) (1MA_B2007-39)
- use single-digit addition facts to 18 and corresponding subtraction facts with understanding and fluency (GPS, ITBS) (1MA_B2007-40)
- use strategies such as relating to facts already known, applying the commutative property, and grouping facts into families (GPS, ITBS) (1MA_B2007-41)
- solve and create word problems involving addition and subtraction to 100 without regrouping (GPS, ITBS) (1MA_B2007-42)
- use words, pictures, and concrete models to interpret story problems and reflect the combining of sets as addition and taking away or comparing elements of sets as subtraction (GPS, ITBS) (1MA_B2007-43)
- count collections through 100 objects by dividing them into equal parts and represent the results using words, pictures, or diagrams (GPS, ITBS) (1MA_B2007-44)
- use informal strategies to share objects equally between two to five people (GPS, ITBS) (1MA_B2007-45)

1st Grade

B - Numbers and Operations (*continued*)

- build number patterns, including concepts of even and odd, using various concrete representations (hundreds chart, ten grid frame, place value chart, number line, counters or other objects) (GPS, ITBS) (1MA_B2007-46)
- identify, label, and relate fractions (halves, fourths) as equal parts of a whole using pictures and models (GPS, ITBS) (1MA_B2007-47)

C - Geometry

- build, draw, name, and describe triangles, rectangles, pentagons, and hexagons (GPS, ITBS) (1MA_C2007-50)
- build, represent, name, and describe cylinders, cones, and rectangular prisms (GPS, ITBS) (1MA_C2007-51)
- create pictures and designs using shapes, including overlapping shapes (GPS, ITBS) (1MA_C2007-52)
- compare, contrast, and/or classify geometric shapes by the common attributes of position, shape, size, number of sides, and number of corners (GPS, ITBS) (1MA_C2007-53)
- arrange and describe objects in space by proximity, position, and direction (near, far, below, above, up, down, behind, in front of, next to, and left or right of) (GPS, ITBS) (1MA_C2007-54)

D - Measurement

- compare and order the length, weight, or capacity of two or more objects by using direct comparison or a nonstandard unit (GPS, ITBS) (1MA_D2007-56)
- compare and/or order length, height, weight, and capacity of concrete objects (GPS, ITBS) (1MA_D2007-57)
- estimate and measure using a non-standard unit that is smaller than the object to be measured (GPS, ITBS) (1MA_D2007-58)
- measure with a tool by creating a "ruled" stick, tape, or container by marking off 10 segments of the repeated single unit (GPS, ITBS) (1MA_D2007-59)
- tell time to the nearest hour and half-hour and describe the movement of the minute hand and how it relates to the hour hand (GPS, ITBS) (1MA_D2007-60)
- explore calendar patterns; use a calendar to identify days of the week, months of the year, and number of days and weeks in a month (GPS, ITBS) (1MA_D2007-61)
- compare and order the sequence or duration of events (e.g., shorter/longer and before/after) (GPS, ITBS) (1MA_D2007-62)

E - Algebra

- describe how both repeating and growing patterns are generated (ITBS) (1MA_E2007-63)
- explore the property of zero in addition and subtraction (ITBS) (1MA_E2007-65)
- model equivalent sets (ITBS) (1MA_E2007-66)

F - Data Analysis and Probability

- pose questions, create tables, tally charts, picture graphs, and bar graphs (GPS, ITBS) (1MA_F2007-67)
- analyze tables, tally charts, picture graphs, and bar graphs (GPS, ITBS) (1MA_F2007-68)

Science

A - Characteristics of Science

- discuss the importance of curiosity, honesty, openness, and skepticism in science and exhibit these traits in efforts to understand how the world works (GPS) (1SC_A2007-1)
- demonstrate knowledge of scientific processes and inquiry methods (GPS) (1SC_A2007-2)
- apply computation and estimation skills necessary for analyzing data and following scientific investigations (GPS) (1SC_A2007-3)
- use tools and instruments for observing, measuring, and manipulating objects in scientific activities (GPS) (1SC_A2007-4)
- use the concepts of system, model, change, and scale when exploring scientific and technological matters (GPS) (1SC_A2007-5)
- communicate scientific ideas and activities clearly (GPS) (1SC_A2007-6)

B - Earth Science

- observe, measure, and analyze weather data to determine patterns in weather and climate (GPS) (1SC_B2007-7)
- observe and record changes in water as it relates to weather (GPS) (1SC_B2007-8)
- identify how natural resources and their conservation impact our daily lives and those of future generations (1SC_B2007-9)

C - Physical Science

- investigate the properties of light and sound (GPS) (1SC_C2007-10)
- demonstrate the effects of magnets on various objects and other magnets (GPS) (1SC_C2007-11)

D - Life Science

- compare and contrast the characteristics and basic needs of plants and animals (GPS) (1SC_D2007-12)

Social Studies

A - Map and Globe Skills

- use cardinal directions (GPS) (1SS_A2008-1)
- use intermediate directions (GPS) (1SS_A2008-2)

B - Information Processing Skills

- compare similarities and differences (GPS) (1SS_B2008-3)
- organize items chronologically (GPS) (1SS_B2008-4)
- identify issues and/or problems and alternative solutions (GPS) (1SS_B2008-5)
- distinguish between fact and opinion (GPS) (1SS_B2008-6)
- identify main idea, detail, sequence of events, and cause and effect in a social studies context (GPS) (1SS_B2008-7)
- identify and use primary and secondary sources (GPS) (1SS_B2008-8)
- interpret timelines (GPS) (1SS_B2008-9)

C - Our Earth and Our Country

- identify and locate his/her city, county, state, nation, and continent on a simple map or globe (GPS) (1SS_C2008-10)
- locate major topographical features of the earth's surface (GPS) (1SS_C2008-11)
- explain the meaning of the patriotic words to America (My Country 'Tis of Thee) and America the Beautiful (GPS) (1SS_C2008-12)

D - Life and Times of Historical Figures - Benjamin Franklin

- read about and describe the life of Benjamin Franklin (GPS) (1SS_D2008-13)
- analyze the cultural and geographic systems associated with Benjamin Franklin (GPS) (1SS_D2008-14)
- describe how Benjamin Franklin displayed positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment (GPS) (1SS_D2008-15)

E - Life and Times of Historical Figures - Thomas Jefferson

- read about and describe the life of Thomas Jefferson (GPS) (1SS_E2008-16)
- analyze the cultural and geographic systems associated with Thomas Jefferson (GPS) (1SS_E2008-17)
- describe how Thomas Jefferson displayed positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment (GPS) (1SS_E2008-18)

F - Life and Times of Historical Figures - Meriwether Lewis, William Clark, and Sacagawea

- read about and describe the lives of Lewis, Clark, and Sacagawea (GPS) (1SS_F2008-19)
- analyze the cultural and geographic systems associated with Lewis, Clark, and Sacagawea as they explored the Louisiana Purchase (GPS) (1SS_F2008-20)
- describe how Lewis, Clark, and Sacagawea displayed positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment (GPS) (1SS_F2008-21)

G - Life and Times of Historical Figures - Harriet Tubman

- read about and describe the life of Harriet Tubman (GPS) (1SS_G2008-22)
- analyze the cultural and geographic systems associated with Harriet Tubman (GPS) (1SS_G2008-23)
- describe how Harriet Tubman displayed positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment (GPS) (1SS_G2008-24)

H - Life and Times of Historical Figures - Theodore Roosevelt

- read about and describe the life of Theodore Roosevelt (GPS) (1SS_H2008-25)
- analyze the cultural and geographic systems associated with Theodore Roosevelt (GPS) (1SS_H2008-26)
- describe how Theodore Roosevelt displayed positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment (GPS) (1SS_H2008-27)

I - Life and Times of Historical Figures - George Washington Carver

- read about and describe the life of George Washington Carver (GPS) (1SS_I2008-28)
- analyze the cultural and geographic systems associated with George Washington Carver (GPS) (1SS_I2008-29)
- describe how George Washington Carver displayed positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment (GPS) (1SS_I2008-30)

J - American Folktales

- read or listen to American folktales and explain how they characterize our national heritage (GPS) (1SS_J2008-31)
- describe how John Henry, Johnny Appleseed, Davy Crockett, Paul Bunyan, and Annie Oakley displayed the positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment (GPS) (1SS_J2008-32)

K - Personal Finance

- identify goods that people make and services that people provide for each other (GPS) (1SS_K2008-33)
- explain that people have to make choices about goods and services because of scarcity (GPS) (1SS_K2008-34)
- analyze how people are both producers and consumers (GPS) (1SS_K2008-35)
- compare and contrast the costs and benefits of personal spending and saving choices (GPS) (1SS_K2008-36)

General Music

A - Duration (Rhythm/Beat)

- respond to a steady beat through singing, moving, and playing instruments (QCC) (1GM_A2005-1)
- identify steady beat and absence of steady beat in listening examples (QCC) (1GM_A2005-2)
- identify and respond to contrasts in tempo (slow-fast) (QCC) (1GM_A2005-3)
- demonstrate an awareness of long-short sounds (QCC) (1GM_A2005-4)

B - Pitch (Melody/Harmony)

- perform with increasing accuracy in pitch by singing developmentally appropriate songs within a limited range (QCC) (1GM_B2005-5)
- associate movement and graphic representations of sound with high and low pitches (QCC) (1GM_B2005-6)
- demonstrate a growing understanding of melodic direction (up, down, same) through various performance techniques (QCC) (1GM_B2005-7)
- explore simple high-low or upward-downward patterns on melodic instruments (QCC) (1GM_B2005-8)

C - Form

- identify repeating and contrasting sections in melodies, rhythms, texts, and sections of music (QCC) (1GM_C2005-9)

D - Timbre

- identify selected classroom and/or folk instruments by sight and/or sound (QCC) (1GM_D2005-10)
- demonstrate an awareness of selected orchestral instruments (QCC) (1GM_D2005-11)
- recognize aurally and label voices (men's, women's, children's) with and without accompaniment (QCC) (1GM_D2005-12)
- produce a developmentally appropriate vocal tone quality (head voice) when singing with a group or alone (QCC) (1GM_D2005-13)

E - Expressive Qualities

- identify and respond to contrasts of loud-soft in music (QCC) (1GM_E2005-14)
- integrate musical elements, such as melody, rhythm, form, timbre, expression, style, and movement, when performing (1GM_E2005-15)
- demonstrate growth in knowledge of music vocabulary appropriate to grade level (QCC) (1GM_E2005-16)

F - Notation

- identify pre-notation symbols, such as line notation and stick notation (QCC) (1GM_F2005-17)

G - Style (Cultural/Time and Place)

- participate in song stories, singing games and musical dramatizations (QCC) (1GM_G2005-18)
- participate in musical activities representative of a variety of cultures and time periods (QCC, CE) (1GM_G2005-19)
- respond to music in a variety of styles through listening, moving, creating, singing, and playing instruments (QCC) (1GM_G2005-20)

H - Creative Skills

- create accompaniments through use of body percussion and/or classroom instruments (QCC) (1GM_H2005-21)
- select and add simple vocal and percussive sounds to songs, poems, and stories (QCC, CE) (1GM_H2005-22)
- create new texts for familiar songs (QCC, CE) (1GM_H2005-23)
- explore moving creatively to music (QCC, CE) (1GM_H2005-24)

Health

A - First Aid

- identify appropriate procedures to follow in reporting emergency situations (QCC) (1HE_A2009-1)

B - Safety

- demonstrate ways to prevent and respond to safety risks in and around the home, school, and/or community (QCC) (1HE_B2009-2)

C - Personal Care

- examine the importance of appropriate habits for staying healthy (QCC) (1HE_C2009-3)

D - Disease Prevention

- list ways to prevent germs from spreading (QCC, CE) (1HE_D2009-4)

E - Tobacco, Alcohol, and Other Drugs

- explain the importance of safe and appropriate use of medicine and vitamins (QCC) (1HE_E2009-5)
- recognize that tobacco and alcohol are drugs that can harm the body (QCC) (1HE_E2009-6)

F - Nutrition

- examine the importance of eating nutritious foods for good health (QCC) (1HE_F2009-7)

G - Emotional Expression / Mental Health

- describe ways to handle disagreements without fighting (QCC, CE) (1HE_G2009-8)

1st Grade

H - Family Life

- describe your role as a member of your family (1HE_H2009-9)

I - Anatomy

- identify major internal structures and organs (1HE_I2009-10)

Physical Education

A - Fitness

- participate in health-enhancing physical activities (GPS, CE) (1PE_A2009-1)

B - Motor Skills and Movement Patterns

- demonstrate progress of locomotor and non-locomotor movements with or without equipment (GPS) (1PE_B2009-2)
- demonstrate static and dynamic balances (GPS) (1PE_B2009-3)
- demonstrate overhand and underhand throwing (GPS) (1PE_B2009-4)
- demonstrate the ability to catch a self-tossed ball (GPS) (1PE_B2009-5)
- apply rhythms to a variety of movement patterns (GPS) (1PE_B2009-6)
- explore a variety of ways to transfer weight (1PE_B2009-7)
- explore striking skills (1PE_B2009-8)

C - Movement Concepts and Principles

- identify personal and general space (GPS) (1PE_C2009-9)
- travel in different directions and pathways (GPS) (1PE_C2009-10)
- demonstrate the ability to stop and start on a signal (GPS) (1PE_C2009-11)

D - Personal and Social Behavior

- safely demonstrate acceptable behaviors in a physical setting with reinforcement (GPS, CE) (1PE_D2009-12)
- value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (GPS) (1PE_D2010-1)

Visual Arts

A - Creation, Production, and Performance

- use a variety of art materials and techniques to model, construct, and compose original works of art (QCC, CE) (1VA_A2005-1)
- name a variety of lines (straight, curved, diagonal, horizontal, vertical) and use them in works of art (1VA_A2005-2)
- identify the outline or edge of shapes and forms as a line (QCC) (1VA_A2005-3)
- use geometric and organic 2-D shapes to demonstrate unity, variation, and contrast (QCC) (1VA_A2005-4)
- create a pattern by repeating visual and tactile textures with colors, lines, and shapes (QCC) (1VA_A2005-5)
- identify primary and secondary colors (QCC) (1VA_A2005-6)
- mix secondary colors from primary colors (QCC) (1VA_A2005-7)
- use warm and cool colors in a composition (1VA_A2005-8)
- create works of art with attention to the elements of art (QCC, CE) (1VA_A2005-9)
- use imagination and immediate environment, including family, home, and surroundings, as sources for ideas (QCC) (1VA_A2005-10)
- practice safe and proper use of art materials and tools (QCC, CE) (1VA_A2005-11)

B - Perception and Analysis

- identify line qualities (thick, thin, straight, curved, angled) (1VA_B2005-12)
- recognize 2-D shapes (geometric and organic) (1VA_B2005-13)
- identify shapes as 2-D (flat) and forms as 3-D (not flat) (QCC) (1VA_B2005-14)

B – Perception and Analysis (*continued*)

- recognize positive and negative space (QCC) (1VA_B2005-15)
- recognize how artists overlap shapes to create a sense of depth (QCC) (1VA_B2005-16)
- distinguish between natural objects and objects made by people (QCC) (1VA_B2005-17)
- use terms for elements of art to describe differences in two works of art with similar subjects (QCC) (1VA_B2005-18)
- explore the concept of center of interest (emphasis) using size and color (1VA_B2005-19)
- describe the mood depicted in a given work of art (1VA_B2005-20)
- state reasons for preference between one work of art and another (QCC) (1VA_B2005-21)
- compare concepts and ideas from other disciplines, such as patterns in music, dance, mathematics, and language arts (QCC) (1VA_B2005-22)

C - Cultural and Historical Context

- identify different kinds of artists (painters, architects, sculptors) (QCC) (1VA_C2005-23)
- recognize ways people are involved in art in their community (architects, painters, photographers, window designers, educators, and docents) (QCC, CE) (1VA_C2005-24)
- explore subject in works of art by artists of various cultures (QCC) (1VA_C2005-25)

Language Arts

A - Listening, Speaking, and Viewing

- communicate effectively when using descriptive language, relating experiences, and retelling stories read, heard, or viewed (GPS, ITBS) (2LA_A2009-1)
- speak formally in an organized and logical sequence, using a variety of increasingly complex language patterns and sentence structures (GPS, CE) (2LA_A2009-2)
- listen attentively to ask and respond to questions and to follow three-step directions (ITBS) (2LA_A2009-3)
- listen and respond orally to literal, inferential, and evaluative questions from text presented orally (GPS, ITBS) (2LA_A2009-4)
- determine the meaning of a word presented orally in a sentence (ITBS) (2LA_A2009-5)
- listen to and view a variety of media to acquire information (GPS) (2LA_A2009-6)

B - Reading (Strategies and Comprehension)

- read a variety of texts for information and pleasure to answer questions or to stimulate ideas (GPS) (2LA_B2009-7)
- recognize the basic elements of a variety of genres (GPS) (2LA_B2009-9)
- read grade-level text orally with accuracy, appropriate speed, and expression at a target rate of 90 words correct per minute (GPS) (2LA_B2009-10)
- recognize when reading is not making sense, sounding right, or looking right when reading text orally and silently (GPS, ITBS, CE) (2LA_B2009-11)
- self-monitor comprehension and reread as needed for clarification, self-correction, and further comprehension (GPS, CE) (2LA_B2009-12)
- integrate language structure, meaning clues, phonetic strategies, and sight vocabulary when reading text orally and silently to determine meaning (GPS, ITBS, CE) (2LA_B2009-13)
- predict story events based on title, illustrations, background knowledge, and text content (GPS, ITBS) (2LA_B2009-14)
- identify explicit facts and infer implicit facts in literary and informational text (GPS, ITBS, CE) (2LA_B2009-15)
- identify and infer main idea and supporting details (2LA_B2009-16)
- identify and infer cause-and-effect relationships (2LA_B2009-17)
- distinguish between fact and fiction in text (GPS, ITBS, CE) (2LA_B2009-18)
- recognize and compare and contrast plot and setting within and between stories (GPS, ITBS) (2LA_B2009-19)
- identify characters, actions, motives, emotions, and traits (GPS, ITBS) (2LA_B2009-20)
- retell stories including plot, setting, and characters using information from the text (GPS) (2LA_B2009-21)
- identify beginning, middle, and end of stories (2LA_B2009-22)
- summarize text content (GPS) (2LA_B2009-23)
- follow multi-step written directions (2LA_B2009-24)
- recognize the author's purpose (to inform, persuade, entertain) (GPS) (2LA_B2009-25)
- generate questions before, during, and after reading (GPS) (2LA_B2009-26)
- make connections between texts and/or personal experiences (GPS) (2LA_B2009-27)
- interpret information from illustrations, diagrams, charts, graphs, and graphic organizers (GPS) (2LA_B2009-28)

C - Reading (Word Work/Vocabulary/Phonics/Fluency)

- increase vocabulary to reflect a growing range of interests and knowledge (GPS) (2LA_C2009-29)
- identify 300 common sight words (GPS) (2LA_C2009-30)
- apply knowledge of letter-sound correspondence and spelling patterns to decode unfamiliar and multisyllabic words (GPS, ITBS) (2LA_C2009-32)
- sort words into sets with common characteristics (2LA_C2009-33)
- read compound words in texts (GPS, ITBS) (2LA_C2009-34)
- read contractions in texts (GPS) (2LA_C2009-35)
- use knowledge of Greek and Latin roots to read new words and determine their meanings (GPS) (2LA_C2009-36)
- identify and use grade-appropriate homophones and homographs (GPS) (2LA_C2009-37)

C - Reading (Word Work/Vocabulary/Phonics/Fluency) (continued)

- identify and use synonyms and antonyms for given words (GPS) (2LA_C2009-38)
- determine meaning of unknown words based on context (GPS) (2LA_C2009-40)
- blend sounds to decode words in text quickly and accurately (GPS) (2LA_C2009-41)
- read and write words containing blends, digraphs, and diphthongs (GPS) (2LA_C2009-42)
- read and write words containing regular plurals, irregular plurals, and possessives (GPS) (2LA_C2009-43)
- read and write words containing irregular vowel patterns (GPS) (2LA_C2009-44)
- read and write words in text using letter sounds for controlled vowel sounds (ar, er, ir, ur, or, al, all, aw, and au) (GPS) (2LA_C2009-45)
- read and write words containing silent letters (GPS) (2LA_C2009-46)
- use dictionary, thesaurus, and glossary to determine word meanings and standard spelling (GPS) (2LA_C2009-47)

D - Writing (Grammar, Usage, Mechanics, and Spelling)

- use singular and plural nouns correctly (GPS) (2LA_D2009-48)
- use singular possessive pronouns and singular and plural personal pronouns (GPS) (2LA_D2009-49)
- use verbs (action and linking, regular and irregular) to match purposes (ITBS) (2LA_D2009-50)
- write consistently in complete sentences with correct subject/verb agreement (GPS) (2LA_D2009-51)
- distinguish among declarative, interrogative, imperative, and exclamatory sentences (GPS) (2LA_D2009-52)
- distinguish between simple and compound sentences (2LA_D2009-53)
- use increasingly complex sentence patterns (GPS) (2LA_D2009-54)
- use conjunctions to create varied sentence patterns and compound sentences (GPS, ITBS) (2LA_D2009-55)
- use colons between numbers in time (ITBS) (2LA_D2009-56)
- begin to use quotation marks (GPS) (2LA_D2009-57)
- use contractions correctly (2LA_D2009-58)
- capitalize the pronoun "I", beginning letters of sentences, titles used with names, and proper nouns (ITBS) (2LA_D2009-59)
- explore the indentation or double-spacing of paragraphs (2LA_D2009-60)
- write legibly in manuscript using upper and lower case letters (GPS) (2LA_D2009-61)
- begin to write with upper and lower case cursive letters (2LA_D2009-62)
- apply learned phonics skills and use common resources to spell correctly (ITBS) (2LA_D2009-63)
- use adjectives correctly (GPS) (2LA_D2010-1)
- distinguish between simple and compound subjects and predicates (GPS) (2LA_D2010-2)
- identify parts of a sentence (subject and predicate) (GPS) (2LA_D2010-3)

E - Writing (Across Genres)

- prewrites, drafts, revises, edits, and publishes (GPS) (2LA_E2009-65)
- use examples from literature (mentor texts) to create shared and individual stories (2LA_E2009-66)
- capture a reader's interest (GPS) (2LA_E2009-67)
- use traditional organizational patterns for conveying information (e.g., chronological order, similarity and difference, answering questions) (GPS) (2LA_E2009-68)
- write friendly letters with date, greeting, body, and closing (GPS) (2LA_E2009-69)
- use transition words and phrases (GPS) (2LA_E2009-70)
- begin to create graphic features (charts, tables, graphs) (GPS) (2LA_E2009-71)
- begin to sustain a focus (GPS) (2LA_E2009-72)
- include the appropriate purpose, expectations, and length for the audience and genre (GPS) (2LA_E2009-73)
- use organizational structures (beginning, middle, end, and sequence of events) and strategies (transitional words/phrases, time cue words) (GPS) (2LA_E2009-74)
- develop a sense of closure (GPS) (2LA_E2009-75)

2nd Grade

F - Writing (Narrative)

- capture a reader's interest by writing a personal story in first- or third-person consistently (GPS) (2LA_F2009-76)
- begin to write fantasy/imaginary stories (GPS) (2LA_F2009-77)
- develop characters and setting using sensory details (descriptive adjectives and strong verbs) (GPS) (2LA_F2009-78)
- begin to develop characters through action and dialogue (GPS) (2LA_F2009-79)

G - Writing (Informational)

- add facts and details (GPS) (2LA_G2009-80)
- use graphic features (charts, tables, graphs) (GPS) (2LA_G2009-81)
- use a variety of resources (encyclopedia, Internet, books) to research and share information on a topic (GPS) (2LA_G2009-82)

H - Writing (Persuasive)

- state a clear position/opinion (GPS) (2LA_H2009-83)
- add supportive details throughout (GPS) (2LA_H2009-84)
- use appropriate formats (letter, list of pros and cons, advertisement) (GPS) (2LA_H2009-85)

I - Writing (Response to Literature)

- state an opinion about a text (GPS) (2LA_I2009-86)
- express and support an opinion based on understanding of text (GPS) (2LA_I2009-87)
- make connections: text-to-self, text-to-text, and text-to-world using details from the reading selection (GPS) (2LA_I2009-88)
- use organizational structures to ensure coherence (T-charts, compare and contrast, letter to author, rewrite the ending, beginning, middle, and end with details from the text) (GPS) (2LA_I2009-89)

J - Accessing Information / Reference Skills

- alphabetize to second letter (2LA_J2009-90)
- use page numbers to locate parts of a book (2LA_J2009-91)
- identify author, illustrator, publisher, and publication date of a work (2LA_J2009-92)
- use title page, table of contents, index, glossary, guide words, and appendix to locate information quickly and accurately in books, periodicals, and reference works (GPS) (2LA_J2009-93)

Mathematics

A - Process Skills

- use appropriate technology to solve mathematical problems (GPS) (2MA_A2007-1)
- build new mathematical knowledge through problem-solving (GPS) (2MA_A2007-2)
- solve problems that arise in mathematics and in other areas (GPS) (2MA_A2007-3)
- apply and adapt a variety of appropriate strategies to solve problems (GPS) (2MA_A2007-4)
- monitor and reflect on the process of mathematical problem-solving (GPS) (2MA_A2007-5)
- recognize reasoning and proof (evidence) as fundamental aspects of mathematics (GPS) (2MA_A2007-6)
- make and investigate mathematical conjectures (GPS) (2MA_A2007-7)
- investigate, develop, and evaluate mathematical arguments and proofs (GPS) (2MA_A2007-8)
- select and use various types of reasoning and methods of proof (GPS) (2MA_A2007-9)
- organize and consolidate mathematics thinking (GPS) (2MA_A2007-10)
- communicate mathematical thinking coherently to peers, teachers, and others (GPS) (2MA_A2007-11)
- analyze and evaluate the mathematical thinking and strategies of others (GPS) (2MA_A2007-12)
- use the terminology and language of mathematics to express mathematical ideas precisely (GPS) (2MA_A2007-13)
- recognize and use connections among mathematical ideas (GPS) (2MA_A2007-14)
- explain how mathematical ideas interconnect and build on one another to produce a coherent whole (GPS) (2MA_A2007-15)
- recognize and apply mathematics in contexts outside of mathematics (GPS) (2MA_A2007-16)

A - Process Skills (*continued*)

- create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas (GPS) (2MA_A2007-17)
- select, apply, and translate among mathematical representations to solve problems (GPS) (2MA_A2007-18)
- use representations to model and interpret physical, social, and mathematical phenomena (GPS) (2MA_A2007-19)

B - Numbers and Operations

- represent numbers using a variety of models, diagrams, and number sentences to connect symbols to quantities (e.g., 4703 represented as $4,000 + 700 + 3$, and units as 47 hundreds + 3, or $4,500 + 203$) (GPS, ITBS) (2MA_B2007-21)
- use 10 as a unit, 100 as a unit, or 1000 as a unit to explain relative magnitude of numbers (GPS, ITBS) (2MA_B2007-22)
- represent two-digit numbers with drawings of tens and ones and three-digit numbers with drawings of hundreds, tens, and ones (GPS) (2MA_B2007-23)
- count back change to \$1.00 (GPS) (2MA_B2007-24)
- apply addition and subtraction with coins and currency using decimal notation and dollar and cent symbols to represent a collection of coins and currency (GPS, ITBS) (2MA_B2007-25)
- add and subtract two whole numbers up to three digits each with regrouping with accuracy and fluency (GPS, ITBS) (2MA_B2007-27)
- use the inverse relation between addition and subtraction to solve problems and check solutions (GPS, ITBS) (2MA_B2007-28)
- use mental math strategies such as benchmark numbers to solve problems (GPS) (2MA_B2007-29)
- estimate to determine if solutions are reasonable for addition and subtraction (GPS) (2MA_B2007-30)
- model and explain multiplication as repeated addition and verify results (GPS) (2MA_B2007-31)
- use repeated addition, arrays, and counting by multiples (skip counting) to correctly multiply one-digit numbers and construct the multiplication table (GPS) (2MA_B2007-32)
- use the multiplication table (grid) to determine a product of two numbers (GPS, ITBS) (2MA_B2007-33)
- use repeated subtraction, equal sharing, and forming equal groups to divide large collections of objects and determine factors for multiplication (GPS) (2MA_B2007-34)
- model, identify, label, and compare fractions (thirds, sixths, eighths, tenths) as a representation of equal parts of a whole or a set (GPS) (2MA_B2007-35)
- model and understand that when all fractional parts are included, such as three-thirds, the result is equal to the whole (GPS) (2MA_B2007-36)

C - Geometry

- use manipulatives to evaluate basic and compound geometric shapes together with the elements from which they are composed (GPS) (2MA_C2007-37)
- describe and classify plane figures (triangles, square, rectangle, trapezoid, quadrilateral, pentagon, hexagon, and irregular polygonal shapes) according to the number of sides and vertices and the sizes of angles (right, obtuse, acute) (GPS, ITBS) (2MA_C2007-38)
- describe and classify solid geometric figures (prisms, cylinders, pyramids, cones, and spheres) according to the number of edges and vertices and the number and shape of faces and angles (GPS, ITBS) (2MA_C2007-39)
- recognize the (plane) shapes of the faces of a geometric solid and count the number of faces of each type (GPS) (2MA_C2007-40)
- identify the shape of an angle as a right, obtuse, or acute angle (GPS) (2MA_C2007-41)
- describe the change in attributes as two- and three-dimensional shapes are cut and rearranged (GPS) (2MA_C2007-42)

D - Measurement

- explain the relationship among the standard units of inch, foot, and yard and metric units of centimeter and meter and measure length to the nearest inch or centimeter (GPS, ITBS) (2MA_D2007-43)
- compare the relationship of inches, feet, yards, centimeters, and meters by measuring objects twice using different units each time (GPS, ITBS) (2MA_D2007-44)
- estimate lengths, then measure to determine if estimations were reasonable (GPS) (2MA_D2007-45)
- determine an appropriate tool and unit for measuring length (GPS, ITBS) (2MA_D2007-46)

2nd Grade

D - Measurement (*continued*)

- tell time to the nearest five minutes and identify relationships of time such as the number of seconds in a minute, minutes in an hour, and hours in a day (GPS, ITBS) (2MA_D2007-47)
- estimate, then measure temperature (Fahrenheit) and determine if estimations were reasonable (GPS) (2MA_D2007-48)
- explore Celsius temperature scale (2MA_D2007-49)

E - Algebra

- predict and/or extend both repeating and growing patterns (ITBS) (2MA_E2007-50)
- model and describe equivalent and nonequivalent sets (2MA_E2007-51)
- use basic properties of addition (commutative, associative, and identity) to simplify problems (GPS, ITBS) (2MA_E2007-52)
- represent and interpret quantities and relationships using mathematical expressions including equality and inequality signs ($>$, $<$, $=$) (GPS, ITBS) (2MA_E2007-53)
- use boxes or $\underline{\quad}$ to represent a missing value (GPS, ITBS) (2MA_E2007-54)
- represent problem-solving situations where addition, subtraction, or multiplication may be applied using mathematical expressions (GPS, ITBS) (2MA_E2007-55)

F - Data Analysis and Probability

- create pictographs and Venn diagrams (GPS) (2MA_F2007-56)
- analyze tables, tally charts, Venn diagrams, picture graphs, and bar graphs with scale increments of 1, 2, and 5 (GPS, ITBS) (2MA_F2007-57)

Science

A - Characteristics of Science

- discuss the importance of curiosity, honesty, openness, and skepticism in science and exhibit these traits in efforts to understand how the world works (2SC_A2007-1)
- demonstrate knowledge of scientific processes and inquiry methods (GPS) (2SC_A2007-2)
- apply computation and estimation skills necessary for analyzing data and following scientific explanations (GPS) (2SC_A2007-3)
- use tools and instruments for observing, measuring, and manipulating objects in scientific technological matters (GPS) (2SC_A2007-4)
- use the concepts of system, model, change, and scale when exploring scientific and technological matters (GPS) (2SC_A2007-5)
- communicate scientific ideas and activities clearly (GPS) (2SC_A2007-6)

B - Earth Science

- describe the universe as including the moon, sun, other stars, and planets (GPS) (2SC_B2007-7)
- investigate the position of the sun and moon to show patterns throughout the year (GPS) (2SC_B2007-8)
- observe and record changes in our surroundings and infer the causes of those changes (GPS) (2SC_B2007-9)

C - Physical Science

- investigate the properties of matter and changes that occur in objects (GPS) (2SC_C2007-10)
- identify sources of energy and how energy is used (GPS) (2SC_C2007-11)
- demonstrate changes in speed and direction using pushes and pulls (GPS) (2SC_C2007-12)

D - Life Science

- investigate the life cycles of different organisms to understand the diversity of life (GPS) (2SC_D2007-13)

Social Studies

A - Map and Globe Skills

- use cardinal directions (GPS) (2SS_A2008-1)
- use intermediate directions (GPS) (2SS_A2008-2)
- use a letter/number grid system to determine location (GPS) (2SS_A2008-3)
- compare and contrast the categories of natural, cultural, and political features found on maps (GPS) (2SS_A2008-4)
- use inch-to-inch map scale to determine distance on maps (GPS) (2SS_A2008-5)
- use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps (GPS) (2SS_A2008-6)
- use a map to explain impact of geography on historical and current events (GPS) (2SS_A2008-7)

B - Information Processing Skills

- compare similarities and differences (GPS) (2SS_B2008-8)
- organize items chronologically (GPS) (2SS_B2008-9)
- identify issues and/or problems and alternative solutions (GPS) (2SS_B2008-10)
- distinguish between fact and opinion (GPS) (2SS_B2008-11)
- identify main idea, detail, sequence of events, and cause and effect in a social studies context (GPS) (2SS_B2008-12)
- identify and use primary and secondary sources (GPS) (2SS_B2008-13)
- interpret timelines (GPS) (2SS_B2008-14)
- identify social studies reference resources to use for a specific purpose (GPS) (2SS_B2008-15)
- construct charts and tables (GPS) (2SS_B2008-16)
- analyze artifacts (GPS) (2SS_B2008-17)

C - Before There Was a Georgia

- locate major topographical features of Georgia on a map (GPS) (2SS_C2008-18)
- analyze how the topographical features define Georgia's surface (GPS) (2SS_C2008-19)

D - Georgia's Beginnings

- read about and describe the lives of historical figures in Georgia history (GPS) (2SS_D2008-20)
- describe the cultural and geographic systems associated with James Oglethorpe, Tomochichi, and Mary Musgrove (GPS) (2SS_D2008-21)
- define the concept of government and the need for rules and laws as demonstrated by Oglethorpe, Tomochichi, and Musgrove (GPS) (2SS_D2008-22)
- compare and contrast how Oglethorpe, Tomochichi, and Musgrove demonstrated the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion (GPS) (2SS_D2008-23)

E - Native Georgians

- read about and describe the lives of the Creek and Cherokee in Georgia history (GPS) (2SS_E2008-24)
- describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments (GPS) (2SS_E2008-25)
- describe the cultural and geographic systems associated with Sequoyah and Georgia's Creeks and Cherokees (GPS) (2SS_E2008-26)
- define the concept of government and the need for rules and laws as demonstrated by Georgia's Creek and Cherokee cultures (GPS) (2SS_E2008-27)

F - Civil Rights Leaders

- read about and describe the lives of historical figures Martin Luther King Jr. and Jackie Robinson (GPS) (2SS_F2008-28)
- describe the cultural and geographic systems associated with Martin Luther King Jr. and Jackie Robinson (GPS) (2SS_F2008-29)

F - Civil Rights Leaders (*continued*)

- define the concept of government and the need for rules and laws as demonstrated by Martin Luther King Jr. and Jackie Robinson (GPS) (2SS_F2008-30)
- cite examples of how Martin Luther King Jr. and Jackie Robinson demonstrated the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion (GPS) (2SS_F2008-31)

G - Government and Human Rights

- read about and describe the life of Jimmy Carter (GPS) (2SS_G2008-32)
- describe the cultural and geographic systems associated with Jimmy Carter (GPS) (2SS_G2008-33)
- define the concept of government and the need for rules and laws (GPS) (2SS_G2008-34)
- identify the roles of elected officials (GPS) (2SS_G2008-35)
- analyze how Jimmy Carter demonstrated the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion (GPS) (2SS_G2008-36)
- demonstrate knowledge of the state and national capitol buildings by identifying them from pictures (Washington, D.C., and Atlanta) and by locating them on appropriate maps (GPS) (2SS_G2008-37)
- identify and name characteristics specific to Georgia (GPS) (2SS_G2008-38)
- model proper flag etiquette including handling, display, and disposal of the American flag (2SS_G2008-39)
- explain the significance of the stars, stripes, and colors of the American flag (2SS_G2008-40)

H - Personal Finance

- describe the costs and benefits of personal spending and saving choices (GPS) (2SS_H2008-41)
- explain that because of scarcity, people must make choices and incur opportunity costs (GPS) (2SS_H2008-42)
- identify ways in which goods and services are allocated (by price; majority rule; contests; force; sharing; lottery; command; first-come, first served; and personal characteristics) (GPS) (2SS_H2008-43)
- explain that people usually use money to obtain goods and services (GPS) (2SS_H2008-44)
- explain how money makes trade easier than barter (GPS) (2SS_H2008-45)

General Music

A - Duration (Rhythm/Beat)

- respond to a steady beat in a variety of ways (QCC) (2GM_A2005-1)
- identify contrasts in tempo (QCC) (2GM_A2005-2)
- respond to simple meters (QCC) (2GM_A2005-3)
- explore simple melodic and rhythmic ostinati (repeated phrases) with familiar songs (QCC) (2GM_A2005-4)

B - Pitch (Melody/Harmony)

- perform with increasing accuracy in pitch by singing developmentally appropriate songs within a limited range (QCC) (2GM_B2005-5)
- identify and demonstrate melodic direction (up, down, same) through various performance techniques (QCC) (2GM_B2005-6)
- develop an awareness that melodies consist of intervals (step-skip-same) (QCC) (2GM_B2005-7)
- explore aural awareness of tonal center (key) (2GM_B2005-8)

C - Form

- recognize repeating and contrasting patterns, phrases, sections, and simple formula formal structures (AB, ABA) (QCC) (2GM_C2005-9)
- develop an awareness of traditional symbols and markings (D.C. al Fine, repeat sign) that relate to formal structures (2GM_C2005-10)

D - Timbre

- identify selected classroom, folk, and orchestral instruments by sight and/or sound (QCC) (2GM_D2005-11)
- recognize aurally and label voices (men, women, children) with and without accompaniment (QCC) (2GM_D2005-12)
- produce a developmentally appropriate vocal tone quality (head voice) when singing with a group or alone (QCC) (2GM_D2005-13)

E - Expressive Qualities

- identify and demonstrate dynamics (degrees of loudness) in music: p, mf, f (2GM_E2005-14)
- integrate musical elements, such as melody, rhythm, form, timbre, expression, style, notation, and movement, when performing (2GM_E2005-15)
- demonstrate growth in knowledge of music vocabulary appropriate to grade level (QCC) (2GM_E2005-16)
- demonstrate an increasing awareness of ways musical elements (melody, rhythm, dynamics, articulation, tone color, and texture) contribute to the character of the musical composition (QCC) (2GM_E2005-17)

F - Notation

- identify pre-notation symbols, such as line notation and stick notation (QCC) (2GM_F2005-18)
- explore standard notation, such as quarter note, eighth note, quarter rest, half note, and whole note (2GM_F2005-19)
- perform rhythm patterns represented by standard notation (2GM_F2005-20)

G - Style (Cultural/Time and Place)

- participate in song stories, singing games, poems, chants, and musical dramatizations (QCC) (2GM_G2005-21)
- participate in musical activities representative of a variety of cultures and time periods (QCC, CE) (2GM_G2005-22)
- respond to music in a variety of styles through listening, moving, creating, singing, and playing instruments (QCC) (2GM_G2005-23)

H - Creative Skills

- create accompaniments using body percussion, environmental, and classroom instrument sounds (QCC) (2GM_H2005-24)
- create new texts for familiar songs (QCC) (2GM_H2005-25)
- exhibit an increasing ability to move creatively to music (2GM_H2005-26)

Health

A - First Aid

- identify procedures to follow in case of an accident or sudden illness (QCC) (2HE_A2009-1)

B - Safety

- demonstrate skills to prevent injury in a variety of situations (QCC) (2HE_B2009-2)

C - Personal Care

- recognize and practice personal health skills to promote overall health (QCC, CE) (2HE_C2009-3)

D - Disease Prevention

- differentiate between a variety of infectious and non-infectious diseases (QCC) (2HE_D2009-4)

E - Tobacco, Alcohol, and Other Drugs

- recognize and demonstrate strategies to resist peer and media pressure to use tobacco, alcohol, and other drugs (QCC) (2HE_E2009-5)
- describe the harmful effects of tobacco products and alcohol on a user's and nonuser's health (QCC) (2HE_E2009-6)

F - Nutrition

- describe nutritional practices that need to be established to promote health (QCC) (2HE_F2009-7)

G - Emotional Expression / Mental Health

- analyze outside influences that can affect personal health decisions (e.g., parents, other family members, TV, peer pressure) (QCC) (2HE_G2009-8)

H - Family Life

- explore effective strategies to cope with changes that occur in families (pregnancy, birth, death, marriage, divorce, relocation, and unemployment) (QCC, CE) (2HE_H2009-9)
- explain the roles of parents and the extended family in supporting the family and promoting the health of children (QCC) (2HE_H2009-10)

I - Anatomy

- identify the functions of the skin (integumentary system) (2HE_I2009-11)
- distinguish between primary and permanent teeth (2HE_I2009-12)

Physical Education

A - Fitness

- participate in health-enhancing physical activities (GPS, CE) (2PE_A2009-1)

B - Motor Skills and Movement Patterns

- demonstrate locomotor and non-locomotor movements (GPS, CE) (2PE_B2009-2)
- demonstrate jumping and landing using one foot and two feet take-off and landing with or without a rope (2PE_B2009-3)
- demonstrate static and dynamic balances (GPS) (2PE_B2009-4)
- demonstrate an overhand throw with side orientation and stepping with opposition (GPS) (2PE_B2009-5)
- demonstrate ability to catch a ball (GPS) (2PE_B2009-6)
- explore transferring weight onto various body parts (GPS) (2PE_B2009-7)
- demonstrate striking skills (GPS, CE) (2PE_B2009-8)

C - Movement Concepts and Principles

- design and perform simple sequences that focus on changes in direction, levels, and pathways (2PE_C2009-9)
- create sequences using straight, curved, and zigzag pathways (GPS) (2PE_C2009-10)
- demonstrate relationships of self to equipment and others (GPS, CE) (2PE_C2009-11)

D - Personal and Social Behavior

- demonstrate acceptable behaviors in a physical setting with little or no reinforcement (GPS, CE) (2PE_D2009-12)
- value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (GPS) (2PE_D2010-1)

Visual Arts

A - Creation, Production, and Performance

- produce various types of lines (straight, curvy, angled, broken, directional) (QCC) (2VA_A2005-1)
- create sculptures (forms) (QCC) (2VA_A2005-2)
- produce tactile (real) textures (2VA_A2005-3)
- produce visual (implied) textures in 2-D works of art (2VA_A2005-4)
- define and use neutral colors (2VA_A2005-5)
- produce a pattern through repetition of elements of art (QCC) (2VA_A2005-6)
- use contrasting colors in compositions (QCC) (2VA_A2005-7)

A – Creation, Production, and Performance (continued)

- use a variety of visual and tactile textures in compositions (QCC) (2VA_A2005-8)
- produce rhythm and movement in artwork (QCC) (2VA_A2005-9)
- mix white and black with colors to lighten and darken (tints and shades) (QCC) (2VA_A2005-10)
- create works of art using balance (symmetrical, asymmetrical, radial) (QCC, CE) (2VA_A2005-11)
- create a center of interest using color (emphasis) (CE) (2VA_A2005-12)
- compare and discuss definitions of art (QCC) (2VA_A2005-13)
- discuss why people make art (QCC) (2VA_A2005-14)
- create 2-D and 3-D artwork with a variety of materials incorporating elements of art and principles of design (QCC) (2VA_A2005-15)
- use direct observation to produce an artwork (QCC) (2VA_A2005-16)
- use overlapping, size, and position of shapes in order to introduce illusion of depth (QCC) (2VA_A2005-17)
- use primary and secondary colors in composition (2VA_A2005-18)
- practice safe and proper use of art materials and tools (QCC, CE) (2VA_A2005-19)

B - Perception and Analysis

- recognize lines as contour (outline of forms) (2VA_B2005-20)
- explore shapes that overlap to create depth (2VA_B2005-21)
- distinguish among shapes and forms and the space between them (QCC) (2VA_B2005-22)
- compare similarities, differences, themes, and moods in works of art (QCC) (2VA_B2005-23)
- discuss concepts and ideas from another discipline and its topics as sources of ideas for artworks (QCC) (2VA_B2005-24)

C - Cultural and Historical Context

- explore how artists, through history, get ideas for works of art from real life and imagination (QCC, CE) (2VA_C2005-25)
- examine works of art from other countries (CE) (2VA_C2005-26)
- distinguish among different kinds of artwork from many cultures (paintings, drawings, sculptures, crafts, architecture, and printmaking) (QCC, CE) (2VA_C2005-27)
- explain the use of symbols and cultural icons in selected artworks (flags, jewelry, uniforms, products, and company logos) (QCC) (2VA_C2005-28)

Language Arts

A - Listening, Speaking, and Viewing

- use grade-appropriate Standard American English when communicating orally (GPS) (3LA_A2009-1)
- present convincing opinions and arguments, using increasingly complex sentence structures (GPS, CE) (3LA_A2009-2)
- listen and respond to literal, inferential, and evaluative questions of a variety of literary and informational text presented orally (GPS, ITBS) (3LA_A2009-3)
- use oral language to inform, persuade, or entertain (GPS) (3LA_A2009-4)
- follow multiple oral directions (GPS, ITBS) (3LA_A2009-5)
- determine the meaning of a word based upon how it is used in an orally presented sentence (GPS, ITBS) (3LA_A2009-6)
- listen to and view a variety of media to acquire information (GPS) (3LA_A2009-7)
- adapt oral language to fit the situation by following the rules of conversation (GPS) (3LA_A2009-8)

B - Reading (Strategies and Comprehension)

- read for a variety of purposes including to generate questions, to answer questions, to stimulate ideas, and to improve comprehension (GPS, CE) (3LA_B2009-9)
- listen to, read, comprehend, and identify a variety of literary and informational texts (GPS) (3LA_B2009-10)
- select, initiate, and complete reading of short and long works of literature independently (GPS, CE) (3LA_B2009-12)
- recognize when reading is not making sense, sounding right, or looking right and self-correct when reading text orally and silently (GPS, ITBS, CE) (3LA_B2009-13)
- integrate language structure, meaning clues, phonetic strategies, and sight vocabulary when reading text orally and silently (GPS, ITBS, CE) (3LA_B2009-14)
- reread and read on for understanding (GPS, CE) (3LA_B2009-15)
- predict story events and outcomes based on title, illustrations, background knowledge, and story structure; check predictions (GPS, ITBS, CE) (3LA_B2009-16)
- identify explicit information and infer implicit information in literary and informational text using details, sequence of events, cause and effect relationships, and problem and solution (GPS, ITBS, CE) (3LA_B2009-17)
- compare and contrast plot, setting, and character within and between stories (GPS) (3LA_B2009-18)
- retell, summarize/paraphrase stories, and relate setting, characters, and events to real life (GPS, CE) (3LA_B2009-19)
- summarize important ideas in informational text (GPS) (3LA_B2009-20)
- make inferences using supporting evidence from the text (GPS, ITBS, CE) (3LA_B2009-21)
- make and defend an opinion about a text (GPS) (3LA_B2009-22)
- identify character traits and analyze characters' actions to make inferences about events in the text and between texts (GPS, ITBS, CE) (3LA_B2009-23)
- recognize the author's purpose (GPS) (3LA_B2009-24)
- distinguish between first-person and third-person point-of-view (GPS) (3LA_B2009-25)
- identify figurative use of language (GPS, ITBS) (3LA_B2009-26)
- follow multi-step written directions (GPS, CE) (3LA_B2009-27)
- identify the basic elements of a variety of genres (fiction, non-fiction, drama, and poetry) (GPS) (3LA_B2009-28)
- interpret information from illustrations, diagrams, charts, graphs, and graphic organizers (GPS) (3LA_B2009-29)
- use titles, table of contents, and chapter headings to locate information quickly and accurately and to preview text (GPS) (3LA_B2009-30)
- identify and infer main idea and supporting details (GPS) (3LA_B2009-31)
- distinguish fact from opinion (GPS) (3LA_B2009-32)
- make connections between texts and/or personal experiences (GPS) (3LA_B2009-34)

C - Reading (Word Work/Vocabulary/Phonics/Fluency)

- increase vocabulary to reflect a growing range of interests and knowledge (GPS) (3LA_C2009-35)
- identify multiple meanings of words in text (GPS) (3LA_C2009-36)

C - Reading (Word Work/Vocabulary/Phonics/Fluency) (continued)

- read grade-level text with accuracy, appropriate speed, and expression at a rate of 120 words correct per minute (GPS) (3LA_C2009-38)
- sort words into sets with common characteristics (GPS, ITBS) (3LA_C2009-39)
- recognize and read compound words, contractions, and possessives (GPS) (3LA_C2009-40)
- use knowledge of synonyms, antonyms, homophones, and homographs when reading, including distinguishing between meanings, spelling, and pronunciation (GPS) (3LA_C2009-41)
- identify and use metaphors, similes, common idioms, and figurative phrases (GPS) (3LA_C2009-42)
- use phonics generalizations to identify words (GPS, ITBS) (3LA_C2009-43)
- use knowledge of Greek and Latin roots to read new words and determine their meanings (GPS, ITBS) (3LA_C2009-45)
- use dictionary, glossary, and thesaurus to identify unknown words and determine word meanings (GPS) (3LA_C2009-46)

D - Writing (Grammar, Usage, Mechanics, and Spelling)

- identify the parts of a sentence in various sentence patterns, including simple and compound subjects and predicates (GPS, ITBS) (3LA_D2009-47)
- identify and use personal and possessive pronouns (GPS, ITBS) (3LA_D2009-48)
- use correct subject-verb agreement (GPS) (3LA_D2009-49)
- use singular, plural, and possessive nouns correctly (GPS) (3LA_D2009-50)
- use present, past, and future verb tenses to match intended meaning (GPS) (3LA_D2009-51)
- use contractions correctly (GPS) (3LA_D2009-52)
- identify and use positive, comparative, and superlative adjectives correctly (GPS, ITBS) (3LA_D2009-53)
- speak and write in complete and coherent sentences (GPS) (3LA_D2009-54)
- write, combine, and vary simple and compound sentences to match purposes with audience (GPS, ITBS) (3LA_D2009-55)
- distinguish between complete and incomplete sentences (GPS) (3LA_D2009-56)
- use formal and informal language exchanges (e.g., slang, colloquialisms, idioms) appropriately (GPS) (3LA_D2009-57)
- write legibly in cursive with appropriate spacing between letters and words in sentences (GPS) (3LA_D2009-58)
- use periods to punctuate decimal numbers and abbreviations (GPS) (3LA_D2009-59)
- use commas to punctuate dates, addresses, and numbers greater than 999 (GPS, ITBS) (3LA_D2009-60)
- use apostrophes to punctuate contractions and possessives (GPS, ITBS) (3LA_D2009-61)
- capitalize the pronoun "I," beginning letters of sentences, titles used with names, proper nouns, proper adjectives, and 12-hour clock time designations (A.M. & P.M.) (GPS, ITBS) (3LA_D2009-62)
- use quotation marks to punctuate dialogue (GPS) (3LA_D2009-63)
- indent/double-space paragraphs appropriately (GPS) (3LA_D2009-64)
- use common spelling rules and resources to spell correctly (GPS) (3LA_D2009-66)
- identify and use adverbs correctly (GPS) (3LA_D2010-1)
- use declarative, interrogative, imperative, and exclamatory sentences (GPS) (3LA_D2010-2)

E - Writing (Across Genres)

- write and publish in a variety of genres, including content-area writing, personal narrative, imaginative stories, and correspondence (writing letters and addressing envelopes) (GPS, ITBS) (3LA_E2009-67)
- develop a clear topic with an organizational plan that matches purpose, genre, expectations, audience, and length (GPS) (3LA_E2009-68)
- sustain a focus (GPS) (3LA_E2009-69)
- write text of a length appropriate to address the topic or tell the story (GPS) (3LA_E2009-70)
- include the appropriate purpose, expectations, and length for the audience and genre (GPS) (3LA_E2009-71)
- use transition words and phrases, and begin to use bullets, subheadings, and numbering as appropriate to text structure (GPS) (3LA_E2009-72)
- write ideas in story form with attention to sequence, main ideas, and supporting details (GPS) (3LA_E2009-73)

E - Writing (Across Genres) (continued)

- use appropriate organizational structures to ensure coherence (well-developed beginning, middle, and end, and sequence of events) and strategies (transition words/phrases, time cue words, and sequence of events) (GPS) (3LA_E2009-74)
- begin to use specific sensory details (e.g., vivid verbs and adjectives) to enhance descriptive effect (GPS) (3LA_E2009-75)
- prewrite, draft, revise, edit, and publish (GPS) (3LA_E2009-76)
- edit for spelling, fragments, and run-on sentences (GPS, ITBS) (3LA_E2009-77)
- begin to include relevant examples, facts, anecdotes, and details appropriate to the audience (GPS) (3LA_E2009-78)
- provide a sense of closure (GPS) (3LA_E2009-79)

F - Writing (Narrative)

- capture a reader's interest by writing both personal and fantasy/imaginary stories, setting a purpose, and developing a point-of-view (GPS) (3LA_F2009-80)
- use descriptive adjectives and verbs to communicate setting, character, and plot (GPS) (3LA_F2009-81)
- use sensory details and other literary language to communicate setting, character, and plot (GPS) (3LA_F2009-82)
- develop characters through action and dialogue (GPS) (3LA_F2009-83)
- incorporate story elements, including setting, characters, and problem and solution (plot) in writing (GPS) (3LA_F2009-84)

G - Writing (Informational)

- include relevant examples, facts, anecdotes, and supporting details (GPS) (3LA_G2009-85)
- use organizational structures for conveying information (chronological order, cause and effect, similarities and differences, questions and answers) (GPS) (3LA_G2009-86)
- use a variety of resources (e.g., books, periodicals, Internet, reference materials) to research and share information on a topic (GPS) (3LA_G2009-87)

H - Writing (Persuasive)

- state a clear position/opinion and develop a point-of-view (GPS) (3LA_H2009-88)
- add supporting details with relevant examples, facts, and anecdotes (GPS) (3LA_H2009-89)
- use appropriate organizational structures to ensure coherence (introduction, body, conclusion) and appropriate formats (speech, brochure, advertisement, movie, and book reviews) (GPS) (3LA_H2009-90)

I - Writing (Response to Literature)

- write a response to literature that demonstrates understanding of the text, formulates an opinion, and supports a judgment (GPS) (3LA_I2009-91)
- develop a point-of-view (GPS) (3LA_I2009-92)
- make connections (text-to-self, text-to-text, text-to-world) using significant details from the text (GPS) (3LA_I2009-93)
- use appropriate organizational structures to ensure coherence (T-charts, compare and contrast, letter to author, rewrite the ending, beginning, middle, and end with details from the text) (GPS) (3LA_I2009-94)

J - Accessing Information / Reference Skills

- use guide words to locate words in a dictionary (GPS) (3LA_J2009-95)
- select and narrow topic and research questions (GPS) (3LA_J2009-96)
- use search routines to locate databases and on-line information (GPS) (3LA_J2009-97)
- begin to take notes from lectures, reading, viewing, and interviewing (GPS) (3LA_J2009-98)
- gather and use a variety of resources, such as books, periodicals, dictionaries, thesauri, encyclopedia, atlases, and almanacs to research and share information on a topic (GPS) (3LA_J2009-99)
- use the media center and available technology as sources of information and pleasure (GPS) (3LA_J2009-100)

Mathematics

A - Process Skills

- use appropriate technology to solve mathematical problems (GPS) (3MA_A2007-1)
- build new mathematical knowledge through problem-solving (GPS) (3MA_A2007-2)
- solve problems that arise in mathematics and in other areas (GPS) (3MA_A2007-3)
- apply and adapt a variety of appropriate strategies to solve problems (GPS) (3MA_A2007-4)
- monitor and reflect on the process of mathematical problem-solving (GPS) (3MA_A2007-5)
- recognize reasoning and proof (evidence) as fundamental aspects of mathematics (GPS) (3MA_A2007-6)
- make and investigate mathematical conjectures (GPS) (3MA_A2007-7)
- investigate, develop, and evaluate mathematical arguments and proofs (GPS) (3MA_A2007-8)
- select and use various types of reasoning and methods of proof (GPS) (3MA_A2007-9)
- organize and consolidate mathematics thinking (GPS) (3MA_A2007-10)
- communicate mathematical thinking coherently to peers, teachers, and others (GPS) (3MA_A2007-11)
- analyze and evaluate the mathematical thinking and strategies of others (GPS) (3MA_A2007-12)
- use the terminology and language of mathematics to express mathematical ideas precisely (GPS) (3MA_A2007-13)
- recognize and use connections among mathematical ideas (GPS) (3MA_A2007-14)
- explain how mathematical ideas interconnect and build on one another to produce a coherent whole (GPS) (3MA_A2007-15)
- recognize and apply mathematics in contexts outside of mathematics (GPS) (3MA_A2007-16)
- create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas (GPS) (3MA_A2007-17)
- select, apply, and translate among mathematical representations to solve problems (GPS) (3MA_A2007-18)
- use representations to model and interpret physical, social, and mathematical phenomena (GPS) (3MA_A2007-19)

B - Numbers and Operations

- identify and model place value from tenths through ten thousands (GPS) (3MA_B2007-20)
- use words, pictures and/or numbers to show the relative sizes of digits in place value notation (10 times, 100 times, 1/10 of a single digit whole number) and model ways to represent them (GPS) (3MA_B2007-21)
- determine when an estimate is appropriate; use mental math and estimation strategies to add, subtract, multiply, and divide (GPS) (3MA_B2007-23)
- explain the relationship between addition and multiplication (GPS) (3MA_B2007-24)
- model and use multiplication facts (to 10×10) with understanding and fluency (GPS) (3MA_B2007-25)
- use arrays and area models to develop understanding of the distributive property and determine partial products for multiplication of two- and three-digit numbers by a one-digit number (GPS) (3MA_B2007-26)
- model and explain the effect on the product when multiplying by multiples of 10 (GPS) (3MA_B2007-27)
- solve problems requiring the four operations (GPS) (3MA_B2007-28)
- explain the relationship between division and subtraction and division and multiplication (GPS) (3MA_B2007-29)
- recognize and explain the two models of division: determining how many equal parts of a given size or amount may be taken away from the whole (repeated subtraction) and determining the size of the parts when the whole is separated into a given number of equal parts (sharing model) (GPS) (3MA_B2007-30)
- recognize problem-solving situations in which division may be applied and write corresponding mathematical expressions (GPS) (3MA_B2007-31)
- explain the different meanings of the remainder in division problems (GPS) (3MA_B2007-32)
- divide two- and three-digit numbers by a one-digit divisor (GPS) (3MA_B2007-33)
- model and explain that a decimal fraction (e.g., $3/10$) can be written as a decimal (e.g., 0.3) (GPS) (3MA_B2007-34)
- model and explain that the fraction a/b represents equal-sized parts of a whole that is divided into b equal sized parts (GPS) (3MA_B2007-35)
- model and explain a one place decimal fraction represents tenths (e.g., $0.3 = 3/10$) (GPS) (3MA_B2007-36)

3rd Grade

B - Numbers and Operations (*continued*)

- use decimal fractions and common fractions to represent the size of parts created by equal divisions of a whole (GPS) (3MA_B2007-37)
- estimate, model, and explain addition and subtraction of decimal fractions and common fractions with like denominators (GPS) (3MA_B2007-38)
- solve problems, both mentally and written, involving fractions with like denominators (GPS) (3MA_B2007-39)
- name points on a number line using fractions and decimal fractions (GPS) (3MA_B2007-40)

C - Geometry

- draw and classify previously learned geometric figures to include scalene, isosceles, and equilateral triangles (GPS) (3MA_C2007-41)
- identify polygons (regular, irregular, equilateral, equiangular) and model and explain properties of fundamental geometric figures including congruence, similarity, and symmetry (GPS) (3MA_C2007-42)
- examine, identify, and compare angles of geometric figures (GPS) (3MA_C2007-43)
- identify the center, diameter, and radius of a circle (GPS) (3MA_C2007-44)

D - Measurement

- determine elapsed time to the nearest hour, half-hour and quarter-hour (GPS) (3MA_D2007-45)
- use appropriate metric and customary units of length to include kilometer and mile (GPS) (3MA_D2007-46)
- measure length to the nearest quarter-inch, half-inch, and millimeter in addition to the previously learned inch, foot, yard, centimeter, and meter (GPS) (3MA_D2007-47)
- estimate length and represent it using appropriate units (GPS) (3MA_D2007-48)
- compare one unit to another within a single system of linear measurement (GPS) (3MA_D2007-49)
- use words, pictures and/or numbers to show the meaning of a linear unit in measuring perimeter (GPS) (3MA_D2007-50)
- use words, pictures and/or numbers to show that perimeter is the boundary of a geometric figure and requires summing the linear measures of all sides (GPS) (3MA_D2007-51)
- determine the perimeter of simple geometric figures to include squares and rectangles (GPS) (3MA_D2007-52)
- use words, pictures and/or numbers to show the meaning of a square unit in measuring area (GPS) (3MA_D2007-53)
- model, by tiling, the area of simple geometric figures in square units (GPS) (3MA_D2007-54)
- determine area of squares and rectangles by counting, adding, tiling, and multiplying with models (GPS) (3MA_D2007-55)

E - Algebra

- describe and extend numeric and geometric patterns that may also occur in a table or graph (GPS) (3MA_E2007-56)
- use the properties of addition and subtraction to compute and verify results; including counting back change using the fewest number of coins (GPS) (3MA_E2007-57)
- identify and apply commutative and associative properties of multiplication and verify the results (GPS) (3MA_E2007-58)
- identify and apply identity properties of zero and one (GPS) (3MA_E2007-59)
- use a symbol, such as \square and Δ , to represent an unknown and find the value of the unknown in a number sentence (GPS) (3MA_E2007-60)
- demonstrate equivalent relationships using numbers, objects, pictures, words, and symbols (GPS) (3MA_E2007-61)
- explain and apply quantitative relationships that involve formulas, such as area and perimeter (GPS) (3MA_E2007-62)

F - Data Analysis and Probability

- create line plot graphs (GPS) (3MA_F2007-63)
- analyze and solve problems involving tables, tally charts, Venn diagrams, pictographs, and bar graphs with scale increments of 1, 2, 5, and 10 (GPS) (3MA_F2007-64)

Science

A - Characteristics of Science

- discuss the importance of curiosity, honesty, openness, and skepticism in science and exhibit these traits in efforts to understand how the world works (GPS, ITBS) (3SC_A2006-1)
- demonstrate knowledge of scientific processes and inquiry methods (GPS, ITBS) (3SC_A2006-2)
- apply computation and estimation skills necessary for analyzing data and following scientific explanations (GPS, ITBS) (3SC_A2006-3)
- use tools and instruments for observing, measuring, and manipulating objects in scientific activities utilizing safe laboratory procedures (GPS, ITBS) (3SC_A2006-4)
- use the concepts of system, model, change, and scale when exploring scientific and technological matters (GPS, ITBS) (3SC_A2006-5)
- communicate scientific ideas and activities clearly (GPS, ITBS) (3SC_A2006-6)
- question scientific claims and arguments effectively (GPS, ITBS) (3SC_A2006-7)

B - Earth Science

- investigate the physical attributes of rocks and soils (GPS, ITBS) (3SC_B2006-8)
- investigate fossils as evidence of organisms that lived long ago (GPS, ITBS) (3SC_B2006-9)

C - Physical Science

- explain how heat is produced and the effects of heating and cooling (GPS, ITBS) (3SC_C2006-10)
- investigate magnets and their effect on common objects and other magnets (GPS, ITBS) (3SC_C2006-11)

D - Life Science

- investigate the habitats of different organisms and the dependence of organisms on their habitat (GPS, ITBS) (3SC_D2006-12)
- explain the effects of pollution and humans on the environment (GPS, ITBS) (3SC_D2006-13)

Social Studies

A - Map and Globe Skills

- use cardinal directions (GPS) (3SS_A2008-1)
- use intermediate directions (GPS) (3SS_A2008-2)
- use a letter/number grid system to determine location (GPS) (3SS_A2008-3)
- compare and contrast the categories of natural, cultural, and political features found on maps (GPS) (3SS_A2008-4)
- use inch-to-inch map scale to determine distance on a map (GPS) (3SS_A2008-5)
- use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps (GPS) (3SS_A2008-6)
- use a map to explain impact of geography on historical and current events (GPS) (3SS_A2008-7)
- draw conclusions and make generalizations based on information from maps (GPS) (3SS_A2008-8)
- use latitude and longitude to determine location (GPS) (3SS_A2008-9)

B - Information Processing Skills

- compare similarities and differences (GPS) (3SS_B2008-10)
- organize items chronologically (GPS) (3SS_B2008-11)
- identify issues and/or problems and alternative solutions (GPS) (3SS_B2008-12)
- distinguish between fact and opinion (GPS) (3SS_B2008-13)
- identify main idea, detail, sequence of events, and cause and effect in a social studies context (GPS) (3SS_B2008-14)
- identify and use primary and secondary sources (GPS) (3SS_B2008-15)
- interpret timelines (GPS) (3SS_B2008-16)

B - Information Processing Skills (continued)

- identify social studies reference resources to use for a specific purpose (GPS) (3SS_B2008-17)
- construct charts and tables (GPS) (3SS_B2008-18)
- analyze artifacts (GPS) (3SS_B2008-19)
- draw conclusions and make generalizations (GPS) (3SS_B2008-20)
- analyze graphs and diagrams (GPS) (3SS_B2008-21)
- translate dates into centuries, eras, or ages (GPS) (3SS_B2008-22)

C - Roots of Our Democracy

- explain the political roots of our modern democracy in the United States of America (GPS) (3SS_C2008-23)
- locate major topographical features on a map (GPS) (3SS_C2008-24)
- explain the importance of the basic principles that provide the foundation of a republican form of government (GPS) (3SS_C2008-25)

D - Our Economy / Personal Finance

- describe the four types of productive resources (GPS) (3SS_D2008-26)
- explain that government provides certain types of goods and services in a market economy and pays for these through taxes (GPS) (3SS_D2008-27)
- give examples of interdependence and trade and explain how voluntary exchange benefits both parties (GPS) (3SS_D2008-28)
- describe the costs and benefits of personal spending and saving choices (GPS) (3SS_D2008-29)

E - Life and Times of Historical Figures - Paul Revere

- discuss the life of Paul Revere and his efforts to expand people's rights and freedoms in a democracy (GPS) (3SS_E2008-30)
- describe the cultural and geographic systems associated with Paul Revere (GPS) (3SS_E2008-31)
- describe how Paul Revere displayed positive character traits (GPS) (3SS_E2008-32)

F - Life and Times of Historical Figures - Frederick Douglass

- discuss the life of Frederick Douglass and his efforts to expand people's rights and freedoms in a democracy (GPS) (3SS_F2008-33)
- describe the cultural and geographic systems associated with Frederick Douglass (GPS) (3SS_F2008-34)
- describe how Frederick Douglass displayed positive character traits (GPS) (3SS_F2008-35)

G - Life and Times of Historical Figures - Susan B. Anthony

- discuss the life of Susan B. Anthony and her efforts to expand people's rights and freedoms in a democracy (GPS) (3SS_G2008-36)
- describe the cultural and geographic systems associated with Susan B. Anthony (GPS) (3SS_G2008-37)
- describe how Susan B. Anthony displayed positive character traits (GPS) (3SS_G2008-38)

H - Life and Times of Historical Figures - Mary McLeod Bethune

- discuss the life of Mary McLeod Bethune and her efforts to expand people's rights and freedoms in a democracy (GPS) (3SS_H2008-39)
- describe the cultural and geographic systems associated with Mary McLeod Bethune (GPS) (3SS_H2008-40)
- describe how Mary McLeod Bethune displayed positive character traits (GPS) (3SS_H2008-41)

I - Life and Times of Historical Figures - Franklin Roosevelt

- discuss the life of Franklin Roosevelt and his efforts to expand people's rights and freedoms in a democracy (GPS) (3SS_I2008-42)
- describe the cultural and geographic systems associated with Franklin Roosevelt (GPS) (3SS_I2008-43)
- describe how Franklin Roosevelt displayed positive character traits (GPS) (3SS_I2008-44)

J - Life and Times of Historical Figures - Eleanor Roosevelt

- discuss the life of Eleanor Roosevelt and her efforts to expand people's rights and freedoms in a democracy (GPS) (3SS_J2008-45)
- describe the cultural and geographic systems associated with Eleanor Roosevelt (GPS) (3SS_J2008-46)
- describe how Eleanor Roosevelt displayed positive character traits (GPS) (3SS_J2008-47)

K - Life and Times of Historical Figures - Thurgood Marshall

- discuss the life of Thurgood Marshall and his efforts to expand people's rights and freedoms in a democracy (GPS) (3SS_K2008-48)
- describe the cultural and geographic systems associated with Thurgood Marshall (GPS) (3SS_K2008-49)
- describe how Thurgood Marshall displayed positive character traits (GPS) (3SS_K2008-50)

L - Life and Times of Historical Figures - Lyndon B. Johnson

- discuss the life of Lyndon B. Johnson and his efforts to expand people's rights and freedoms in a democracy (GPS) (3SS_L2008-51)
- describe the cultural and geographic systems associated with Lyndon B. Johnson (GPS) (3SS_L2008-52)
- describe how Lyndon B. Johnson displayed positive character traits (GPS) (3SS_L2008-53)

M - Life and Times of Historical Figures - Cesar Chavez

- discuss the life of Cesar Chavez and his efforts to expand people's rights and freedoms in a democracy (GPS) (3SS_M2008-54)
- describe the cultural and geographic systems associated with Cesar Chavez (GPS) (3SS_M2008-55)
- describe how Cesar Chavez displayed positive character traits (GPS) (3SS_M2008-56)

General Music

A - Duration (Rhythm/Beat)

- perform steady beat through singing, moving, and playing instruments (3GM_A2005-1)
- explore performing steady beat and rhythm patterns simultaneously (3GM_A2005-2)
- identify and respond to contrasts in tempo (3GM_A2005-3)
- develop an awareness of the relationship of the shortest unit of sound to longer units of sound using standard notation (3GM_A2005-4)
- identify simple meters (beat groupings) (3GM_A2005-5)

B - Pitch (Melody/Harmony)

- perform with increasing accuracy in pitch by singing developmentally appropriate songs within an expanding range (QCC) (3GM_B2005-6)
- identify and demonstrate melodic direction (up, down, same) through various performance techniques (3GM_B2005-7)
- perform simple high-low, upward-downward, step, skip, and same patterns on melodic instruments (3GM_B2005-8)
- develop an aural awareness of the tonal center (key) (3GM_B2005-9)
- perform harmony through rounds, echo songs, partner songs, and/or simple ostinati (repeated accompaniment patterns) (QCC) (3GM_B2005-10)

C - Form

- distinguish between repeating and contrasting patterns, phrases, sections, and simple formal structures (AB, ABA, AABA) (QCC) (3GM_C2005-11)
- demonstrate knowledge of traditional symbols and markings (D.C. al Fine, repeat sign) related to formal structures (3GM_C2005-12)
- follow text for multiple-stanza songs (QCC) (3GM_C2005-13)
- identify elements in program music which suggest a story line (3GM_C2005-14)

3rd Grade

D - Timbre

- explore instrumental family groupings: string, woodwind, brass, percussion, keyboard, and electronic (QCC) (3GM_D2005-15)
- identify specific vocal timbres (men, women, children) (3GM_D2005-16)
- produce a developmentally appropriate tone quality (head voice) when singing with a group or alone (QCC) (3GM_D2005-17)
- identify selected classroom, folk, and orchestral instruments by sight and sound (3GM_D2005-18)

E - Expressive Qualities

- identify and demonstrate dynamics in music: p, mp, mf, f, <, > (3GM_E2005-19)
- perform vocally with appropriate dynamic level, articulation, and diction (3GM_E2005-20)
- integrate musical elements, such as melody, harmony, rhythm, form, timbre, expression, style, notation, and movement, when performing (QCC) (3GM_E2005-21)
- explore movement for musical dramatizations and interpretations (QCC) (3GM_E2005-22)
- demonstrate growth in knowledge of music vocabulary appropriate to grade level (QCC) (3GM_E2005-23)
- demonstrate an increasing awareness of ways musical elements, such as melody, harmony, rhythm, form, timbre, expression, and style, contribute to the character of the musical composition (3GM_E2005-24)

F - Notation

- explore notation for scales (QCC) (3GM_F2005-25)
- demonstrate an increasing ability to perform rhythm and melodic patterns represented by standard notation (QCC) (3GM_F2005-26)
- recognize musical symbols, such as treble clef, notes, rests, fermata, and time signature (QCC) (3GM_F2005-27)
- identify the names of the line and space notes of the treble staff (QCC) (3GM_F2005-28)

G - Style (Cultural/Time and Place)

- participate in song stories, singing games, poems, chants, simple folk dances, and musical dramatizations (QCC) (3GM_G2005-29)
- expand the repertoire of music of diverse cultures and time periods (QCC, CE) (3GM_G2005-30)
- respond to music in a variety of styles through listening, moving, creating, singing, and playing instruments (QCC) (3GM_G2005-31)
- demonstrate knowledge of famous composers (3GM_G2005-32)

H - Creative Skills

- create simple compositions and accompaniments using body percussion, environmental, and classroom instrument sounds (QCC) (3GM_H2005-33)
- create new texts for familiar songs (QCC) (3GM_H2005-34)
- exhibit an increasing ability to move creatively to music (3GM_H2005-35)

Health

A - First Aid

- apply appropriate first aid procedures for treating and reporting common injuries (3HE_A2009-1)

B - Safety

- analyze and explain how personal decisions and actions may affect chances of injury (QCC) (3HE_B2009-2)

C - Personal Care

- apply health skills for proper hygiene (QCC, CE) (3HE_C2009-3)

D - Disease Prevention

- list circulatory and respiratory illnesses and describe methods of prevention (QCC) (3HE_D2009-4)

E - Tobacco, Alcohol, and Other Drugs

- assess physical, emotional, and social consequences of tobacco, alcohol, and other drug use by self and others (QCC) (3HE_E2009-5)
- apply the decision-making steps to avoid situations that pose a threat to self and others (QCC) (3HE_E2009-6)

F - Nutrition

- analyze the relationship between nutrients and health (QCC) (3HE_F2009-7)

G - Emotional Expression / Mental Health

- identify healthy ways to express emotions (QCC, CE) (3HE_G2009-8)
- explain why accepting responsibility and making wise choices help develop a positive self-concept (QCC, CE) (3HE_G2009-9)

H - Family Life

- examine ways family members can work together to accomplish a task and/or resolve a conflict (QCC, CE) (3HE_H2009-10)
- recognize the importance of discussing health issues with one's family (QCC, CE) (3HE_H2009-11)

I - Applied Anatomy and Physiology

- identify the parts of the circulatory and respiratory systems and summarize how each works (QCC) (3HE_I2009-12)

Physical Education

A - Fitness

- participate in health-enhancing physical activities (QCC, CE) (3PE_A2009-1)

B - Motor Skills and Movement Patterns

- demonstrate locomotor and non-locomotor movements utilizing equipment and/or partners (GPS, CE) (3PE_B2009-2)
- demonstrate a variety of balances alone or with others (GPS, CE) (3PE_B2009-3)
- demonstrate three primary characteristics of an overhand throw (GPS) (3PE_B2009-4)
- catch a thrown ball (GPS) (3PE_B2009-5)
- apply rhythms to locomotor and non-locomotor combinations (GPS) (3PE_B2009-6)
- demonstrate combinations of transferring weight (GPS) (3PE_B2009-7)
- jump repeatedly using a self-turned rope (3PE_B2009-8)
- demonstrate progress in striking with body parts and implements (GPS, CE) (3PE_B2009-9)
- demonstrate fleeing, dodging, and chasing skills during game play individually and in game play (GPS) (3PE_B2010-1)

C - Movement Concepts and Principles

- utilize relationships of self to equipment and others (GPS, CE) (3PE_C2009-10)

D - Personal and Social Behavior

- demonstrate acceptable behaviors in a physical setting without reinforcement (GPS, CE) (3PE_D2009-11)

Visual Arts

A - Creation, Production, and Performance

- use different media and tools to produce a variety of works of art (drawing, painting, sculpture, printmaking, and crafts) (QCC, CE) (3VA_A2005-1)
- create sculpture by joining (additive method) and modeling (subtractive method) (QCC, CE) (3VA_A2005-2)
- use implied and actual texture in 2-D shapes and 3-D forms (QCC) (3VA_A2005-3)
- define and produce tertiary (intermediate) colors (QCC) (3VA_A2005-4)
- create an illusion of space in a two-dimensional artwork (foreground, middle ground, background) (QCC, CE) (3VA_A2005-5)

3rd Grade

A - Creation, Production, and Performance (*continued*)

- use repetition of elements, such as color, form, and texture, in the production of nonobjective design (3VA_A2005-6)
- produce rhythm and movement through repetition of colors, lines, and shapes (QCC) (3VA_A2005-7)
- use value changes (tone of light and dark) to produce tints and shades (3VA_A2005-8)
- use direct observation to produce an artwork (QCC) (3VA_A2005-9)
- create works of art which communicate a message (CE) (3VA_A2005-10)
- create works of art using balance (formal and informal) and emphasis (center of interest) (QCC, CE) (3VA_A2005-11)
- practice safe and proper use of art materials and tools (QCC, CE) (3VA_A2005-12)
- create 2-D and 3-D artwork with a variety of materials incorporating elements of art and the principles of design (3VA_A2005-13)

B - Perception and Analysis

- examine use of lines in a variety of artworks (QCC) (3VA_B2005-14)
- distinguish between 2-D shapes and 3-D forms (3VA_B2005-15)
- describe and recognize tertiary (intermediate) colors, complementary colors, and value (tints and shades) in artworks (QCC) (3VA_B2005-16)
- identify natural and human-made examples of radial, symmetrical, and asymmetrical balance (QCC) (3VA_B2005-17)
- develop the concept of center of interest (emphasis) using size, color, and placement (QCC) (3VA_B2005-18)
- discuss the purposes and functions of art in today's world (QCC) (3VA_B2005-19)
- distinguish between an original work of art and a reproduction (QCC) (3VA_B2005-20)
- examine other individuals' reasons for preferences in works of art (QCC) (3VA_B2005-21)
- compare concepts and ideas from other disciplines, such as pattern in music, dance, mathematics, and language arts (QCC) (3VA_B2005-22)

C - Cultural and Historical Context

- place selected art reproductions in chronological order based on characteristics of the artwork (QCC) (3VA_C2005-23)
- identify various artists using selected works of art (3VA_C2005-24)
- identify the culture where a particular work of art was produced (QCC, CE) (3VA_C2005-25)
- identify various uses for technology in the visual arts (QCC) (3VA_C2005-26)

Language Arts

A - Listening, Speaking, and Viewing

- use grade/age appropriate Standard American English when communicating orally (GPS) (4LA_A2009-1)
- use formal language to inform, persuade, or entertain (GPS, CE) (4LA_A2009-2)
- use language cues to indicate different levels of certainty or hypothesizing (e.g., "What if. . ."; "Very likely. . ."; "I'm unsure whether. . .") (GPS) (4LA_A2009-3)
- display appropriate turn-taking behaviors (GPS) (4LA_A2009-4)
- solicit and respond to another person's comments, opinions, or questions (GPS) (4LA_A2009-5)
- volunteer contributions and respond when directly solicited by teacher or discussion leader (GPS) (4LA_A2009-6)
- give reasons in support of opinions expressed (GPS) (4LA_A2009-7)
- clarify, illustrate, or expand on a response when asked to do so; ask classmates for similar expansions (GPS) (4LA_A2009-8)
- restate main ideas and details, questioning, inferring, summarizing, offering opinions, and drawing conclusions (GPS, CE) (4LA_A2009-9)
- initiate new topics in addition to responding to adult-initiated topics (GPS) (4LA_A2009-10)
- determine the literal and figurative meaning of words based on how they are used in oral presentations (GPS) (4LA_A2009-11)
- evaluate the media's impact in peoples' lives (e.g., focusing attention, forming opinion, and as sources of entertainment and information) (GPS) (4LA_A2009-12)
- follow multiple oral directions (GPS, CE) (4LA_A2009-13)
- present information through reports, demonstrations, and projects (GPS) (4LA_A2009-14)
- present information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members (GPS) (4LA_A2009-15)
- use notes, multimedia, or other memory aids to structure the presentation (GPS) (4LA_A2009-16)
- engage the audience with appropriate verbal cues and eye contact (GPS) (4LA_A2009-17)
- project a sense of individuality and personality in selecting and organizing content and in delivery (GPS) (4LA_A2009-18)
- shape content and organization according to criteria for importance and impact rather than according to availability of information in resource materials (GPS) (4LA_A2009-19)

B - Reading (Strategies and Comprehension)

- read and comprehend a variety of literary and informational texts, including folk tales, tall tales, and fables with respective themes and lessons (GPS, CE) (4LA_B2009-20)
- identify and analyze elements of plot, setting, theme, and character within texts, between texts, and in relation to self (GPS) (4LA_B2009-21)
- relate theme in works of fiction to personal experience (GPS) (4LA_B2009-22)
- make perceptive and well-developed connections (GPS) (4LA_B2009-23)
- identify elements of poetry including rhyme, rhythm, repetition, similes, and sensory images (GPS) (4LA_B2009-24)
- read for a variety of purposes including to answer literal, evaluative, and inferential questions using evidence from text (GPS, CE) (4LA_B2009-25)
- read various types of literature daily to include at least 25 books or book equivalents (approximately 1,000,000 words) each year (GPS, ITBS) (4LA_B2009-27)
- use knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary, headings, italics, and graphics) to comprehend informational texts (GPS) (4LA_B2009-29)
- monitor to recognize when reading is not making sense, sounding right, or looking right and self-correct when reading text orally and silently (GPS) (4LA_B2009-30)
- integrate language structure, meaning clues, phonetic strategies, and sight vocabulary when reading text orally and silently (GPS) (4LA_B2009-31)
- compare and contrast content within and between texts, characters, events, themes, and actual experiences in an author's life (GPS, ITBS, CE) (4LA_B2009-32)
- select, initiate, read, and summarize/retell short and long works independently (GPS, CE) (4LA_B2009-33)

B - Reading (Strategies and Comprehension) (continued)

- identify organizational patterns (chronological, logical [including spatial], order of importance, and cause/effect, and problem/solution) (GPS, ITBS, CE) (4LA_B2009-34)
- distinguish cause from effect in context (GPS) (4LA_B2009-35)
- identify explicit information and infer implicit information in literary and informational texts using main ideas and supporting details (GPS, ITBS, CE) (4LA_B2009-36)
- make and defend judgments and inferences about setting and events and support them with elaborating and convincing evidence from the text (GPS) (4LA_B2009-37)
- locate facts that answer the reader's questions (GPS) (4LA_B2009-38)
- identify the relevance of foreshadowing clues using evidence from the text (GPS, ITBS, CE) (4LA_B2009-40)
- identify figurative use of language including imagery, sensory language, simile, metaphor, alliteration, personification, and exaggeration in a variety of texts including poetry (GPS, ITBS, CE) (4LA_B2009-41)
- identify, analyze, and compare and contrast characters and their actions to make inferences about events in the story, motives, emotions, and traits (GPS, ITBS, CE) (4LA_B2009-42)
- identify similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author's life (GPS) (4LA_B2009-43)
- distinguish fact from opinion or fiction (GPS) (4LA_B2009-44)
- follow multi-step written directions (4LA_B2009-45)
- identify the speaker of a poem or story (GPS) (4LA_B2010-1)
- predict information based on title, topic, genre, and prior knowledge (GPS) (4LA_B2010-2)

C - Reading (Word Work/Vocabulary/Phonics/Fluency)

- increase vocabulary through reading to reflect a growing range of interests and knowledge (4LA_C2009-46)
- incorporate new words into oral and written language (GPS) (4LA_C2009-47)
- identify and use synonyms, antonyms, and homophones for given words in text (GPS, ITBS) (4LA_C2009-48)
- use knowledge of Greek and Latin roots to read new words and determine their meanings (GPS, ITBS) (4LA_C2009-49)
- determine meaning of unknown words using context clues (GPS) (4LA_C2009-51)
- identify common idioms, figurative phrases, and playful language such as puns, jokes, and palindromes (GPS) (4LA_C2009-52)
- read aloud grade-level material in a variety of genres with accuracy (in the range of 95%), speed, and expression (GPS) (4LA_C2010-3)

D - Writing (Grammar, Usage, Mechanics, and Spelling)

- use Standard American English (GPS, ITBS) (4LA_D2009-53)
- use different types of nouns, pronouns, verbs, adjectives, and adverbs correctly (GPS, ITBS) (4LA_D2009-55)
- use simple and compound subjects and predicates (GPS, ITBS) (4LA_D2009-56)
- vary the sentence structure by kind (declarative, interrogative, imperative, and exclamatory sentences and functional fragments), order, and complexity (simple, compound) (GPS) (4LA_D2009-57)
- maintain consistent number, gender, point-of-view, and verb tense (GPS, ITBS) (4LA_D2009-58)
- use appropriate forms of positive, comparative, and superlative adjectives and adverbs (GPS, ITBS) (4LA_D2009-60)
- use conjunctions to create varied sentence patterns (GPS, ITBS) (4LA_D2009-61)
- use correct terminal punctuation of a sentence and use commas to set off compound sentences, commas for items in series (GPS) (4LA_D2009-62)
- use apostrophes to punctuate contractions and possessives (ITBS) (4LA_D2009-63)
- use quotation marks to punctuate dialogue (ITBS) (4LA_D2009-64)
- write legibly in cursive and space words and sentences appropriately (GPS) (4LA_D2009-65)
- spell correctly in writing (GPS, ITBS) (4LA_D2009-66)
- use and identify correct mechanics (end marks, commas for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments) (GPS) (4LA_D2009-68)
- edit for punctuation, spelling, fragments, and run-on sentences (GPS, ITBS) (4LA_D2009-69)

E - Writing (Across Genres)

- engage the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest (GPS) (4LA_E2009-70)
- exclude extraneous details and inappropriate information (GPS) (4LA_E2009-71)
- prewrite, draft, revise, edit, and publish (GPS) (4LA_E2009-72)
- revise writing by adding, deleting, consolidating, and rearranging text to improve fluency, content (descriptive words, strong verbs), organization, and style, to match purposes with audience (GPS, ITBS) (4LA_E2009-73)
- write multi-paragraph texts, including clear topics with examples, details, transitions within and between paragraphs, and a sense of closure (GPS) (4LA_E2009-74)
- select a focus, an organizational structure, and a point-of-view based on purpose, genre expectations, audience, length, and format requirements (GPS) (4LA_E2009-75)
- write texts of a length appropriate to address the topic or tell the story (GPS) (4LA_E2009-76)
- use structures to ensure coherence (e.g., transition elements) (GPS) (4LA_E2009-77)
- provide a sense of closure to the writing (GPS) (4LA_E2009-78)

F - Writing (Narrative)

- write ideas in story form with attention to sequence, main ideas, and supporting details (GPS) (4LA_F2009-79)
- engage the reader by establishing a context, creating a point-of-view, and otherwise developing reader interest (GPS) (4LA_F2009-80)
- establish a plot, setting, conflict, and/or the significance of events (GPS) (4LA_F2009-81)
- use sensory details and concrete language to develop plot and character (GPS) (4LA_F2009-82)
- develop complex characters through actions describing the motivation of characters and character conversation (GPS) (4LA_F2009-83)
- use a range of appropriate narrative strategies such as dialogue, tension, or suspense (GPS) (4LA_F2009-84)

G - Writing (Informational)

- write an informational piece in various content areas that is organized, uses appropriate facts and details, and reflects the intended audience (GPS) (4LA_G2009-85)
- frame a central question about an issue or situation (GPS) (4LA_G2009-86)
- create an organizing structure appropriate to a specific purpose, audience, and context (GPS) (4LA_G2009-87)
- use appropriate facts and details (GPS) (4LA_G2009-88)
- use a range of appropriate strategies such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote (GPS) (4LA_G2009-89)
- draw from more than one source of information such as speakers, books, newspapers, and online materials (GPS) (4LA_G2009-90)

H - Writing (Persuasive)

- write a persuasive essay that states a clear position, supports the position, and excludes unnecessary information (GPS) (4LA_H2009-91)
- select a focus, an organizational structure, and a point-of-view based on purpose, genre expectations, audience, length, and format requirements (GPS) (4LA_H2009-92)

I - Writing (Response to Literature)

- write a response to literature that is interpretive, evaluative, or reflective (GPS) (4LA_I2009-93)
- support judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge (GPS) (4LA_I2009-94)
- write a summary to demonstrate understanding of literary works to include main idea and significant details (GPS) (4LA_I2009-95)

J - Accessing Information / Reference Skills

- identify author, illustrator, publisher, and publication date of a work (GPS) (4LA_J2009-96)

4th Grade

J - Accessing Information / Reference Skills (*continued*)

- select and narrow topic and research questions (GPS) (4LA_J2009-97)
- use table of contents, index, glossary, guide words, and appendix to locate information in books and reference works (GPS) (4LA_J2009-98)
- take notes from lectures, reading, viewing, and interviewing (GPS) (4LA_J2009-99)
- use appropriate resources to gather information from reference works: books, periodicals, dictionaries, thesauri, encyclopedia, technology, atlases, magazines, newspapers, prefaces, appendices, indices, glossaries, bibliographies, and almanacs (GPS) (4LA_J2009-100)
- recognize the difference between summarizing, paraphrasing, and plagiarizing (GPS) (4LA_J2009-101)
- read, categorize, and organize information using maps, webs, and outlines (GPS) (4LA_J2009-102)
- acknowledge the use of information from various sources (GPS) (4LA_J2009-103)
- draw from more than one source of information such as speakers, books, newspapers, and online materials (GPS) (4LA_J2009-104)
- use the media center and available technology as sources of information and pleasure (GPS) (4LA_J2009-105)

Mathematics

A - Process Skills

- use appropriate technology to solve mathematical problems (GPS) (4MA_A2009-1)
- build new mathematical knowledge through problem-solving (GPS) (4MA_A2009-2)
- solve problems that arise in mathematics and in other areas (GPS) (4MA_A2009-3)
- apply and adapt a variety of appropriate strategies to solve problems (GPS) (4MA_A2009-4)
- monitor and reflect on the process of mathematical problem-solving (GPS) (4MA_A2009-5)
- recognize reasoning and proof (evidence) as fundamental aspects of mathematics (GPS) (4MA_A2009-6)
- make and investigate mathematical conjectures (GPS) (4MA_A2009-7)
- investigate, develop, and evaluate mathematical arguments and proofs (GPS) (4MA_A2009-8)
- select and use various types of reasoning and methods of proof (GPS) (4MA_A2009-9)
- organize and consolidate mathematics thinking (GPS) (4MA_A2009-10)
- communicate mathematical thinking coherently to peers, teachers, and others (GPS) (4MA_A2009-11)
- analyze and evaluate the mathematical thinking and strategies of others (GPS) (4MA_A2009-12)
- use the terminology and language of mathematics to express mathematical ideas precisely (GPS) (4MA_A2009-13)
- recognize and use connections among mathematical ideas (GPS) (4MA_A2009-14)
- explain how mathematical ideas interconnect and build on one another to produce a coherent whole (GPS) (4MA_A2009-15)
- recognize and apply mathematics in contexts outside of mathematics (GPS) (4MA_A2009-16)
- create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas (GPS) (4MA_A2009-17)
- select, apply, and translate among mathematical representations to solve problems (GPS) (4MA_A2009-18)
- use representations to model and interpret physical, social, and mathematical phenomena (GPS) (4MA_A2009-19)

B - Numbers and Operations

- identify place value names and places from hundredths through millions (GPS) (4MA_B2009-20)
- equate and use a number's word name, its standard form and its expanded form (GPS) (4MA_B2009-21)
- round numbers to the nearest ten, hundred, or thousand (GPS) (4MA_B2009-22)
- represent situations in which rounding numbers would be appropriate and determine whether to round to the nearest ten, hundred, or thousand (GPS) (4MA_B2009-23)
- round decimal fractions to the nearest whole number or tenth using tools such as a number line, and/or charts (GPS) (4MA_B2009-24)

B - Numbers and Operations (continued)

- estimate a sum or difference by rounding numbers and represent the results of computation as a rounded number when appropriate (GPS) (4MA_B2009-25)
- solve problems involving multiplication of two- and three-digit numbers by one- and two-digit numbers (GPS) (4MA_B2009-26)
- use whole numbers to divide in problem-solving situations (with and without calculators) (GPS) (4MA_B2009-27)
- use addition, subtraction, multiplication, and division facts with understanding and fluency (GPS) (4MA_B2009-28)
- solve problems involving division by a one- or two-digit number (including those that generate a remainder) (GPS) (4MA_B2009-29)
- explain the relationship between dividend, divisor, quotient, and remainder (GPS) (4MA_B2009-30)
- explain the effect on the quotient of multiplying or dividing both the divisor and dividend by the same number ($2050 \div 50$ yields the same answer as $205 \div 5$) (GPS) (4MA_B2009-31)
- model decimals as part of the base-ten system (GPS) (4MA_B2009-32)
- read, write, compare, and order two-digit decimals and understand their relative size (GPS) (4MA_B2009-33)
- add and subtract one- and two- digit decimals (GPS) (4MA_B2009-34)
- model multiplication and division of decimals by whole numbers (GPS) (4MA_B2009-35)
- multiply and divide both one- and two-digit decimals by whole numbers (GPS) (4MA_B2009-36)
- investigate relationships between common fractions and decimal fractions (GPS) (4MA_B2009-37)
- identify and represent simple equivalent fractions (GPS) (4MA_B2009-38)
- add and subtract fractions and mixed numbers with common denominators through twelve (GPS) (4MA_B2009-39)
- convert and use mixed numbers and improper fractions interchangeably (GPS) (4MA_B2009-40)
- model to compare and order fractions (4MA_B2009-41)
- explain and use properties of the four arithmetic operations to solve and check problems (GPS) (4MA_B2009-42)
- describe situations in which the four operations may be used and the relationships among them (GPS) (4MA_B2009-43)
- compute using the order of operations, including parentheses (GPS) (4MA_B2009-44)
- identify and explain the commutative, associative, and distributive properties and use them to compute (GPS) (4MA_B2009-45)
- use mental math and estimation strategies to compute (GPS) (4MA_B2009-46)

C - Geometry

- identify the characteristics of geometric figures through examination and construction (GPS) (4MA_C2009-47)
- examine and compare angles in order to classify and identify triangles by their angles (to include determining that the sum of the three interior angles of a triangle is always 180°) (GPS) (4MA_C2009-48)
- describe parallel and perpendicular line segments in plane geometric figures (GPS) (4MA_C2009-49)
- identify, examine, and classify quadrilaterals (including parallelograms, squares, rectangles, trapezoids, and rhombi) (GPS) (4MA_C2009-50)
- compare and contrast the relationships among quadrilaterals (GPS) (4MA_C2009-51)
- compare and contrast a cube and a rectangular prism in terms of the number and shape of their faces, edges, and vertices (GPS) (4MA_C2009-52)
- identify and describe parallel and perpendicular edges and planes in a rectangular prism (GPS) (4MA_C2009-53)
- construct and collect models for solid geometric figures (cube, prisms, cylinder) (GPS) (4MA_C2009-54)
- locate, name, and graph ordered pairs in the first quadrant of the coordinate system (GPS) (4MA_C2009-55)
- locate a point in the first quadrant in the coordinate plane and name the ordered pair (GPS) (4MA_C2009-56)

D - Measurement

- estimate and use standard and metric units to measure the weight of objects to include grams, kilograms, ounces, pounds, and tons (GPS) (4MA_D2009-57)
- compare one unit to another within a single system of weight measurement (GPS) (4MA_D2009-58)
- use tools, such as a protractor or angle ruler and other methods, such as paper folding or drawing a diagonal in a square, to measure angles (GPS) (4MA_D2009-59)
- determine the meaning and measure of a half rotation (180°) and a full rotation (360°) (GPS) (4MA_D2009-60)

4th Grade

E - Algebra

- investigate and represent patterns and functions to describe relationships and solve problems (GPS) (4MA_E2009-61)
- represent and interpret mathematical relationships in quantitative expressions (GPS) (4MA_E2009-62)
- represent the idea of unknowns and variables using letters and symbols (such as x , d , Δ) in problem-solving situations (GPS) (4MA_E2009-63)
- write and evaluate mathematical expressions using symbols and different values (GPS) (4MA_E2009-64)

F - Data Analysis and Probability

- create line graphs (GPS) (4MA_F2009-65)
- determine and justify the range, mode, and median of a set of data (GPS) (4MA_F2009-66)
- analyze and compare features of graphs (line graphs, line plot graphs, pictographs, Venn diagrams, and bar graphs) including missing information and duplications in data (GPS) (4MA_F2009-67)

Science

A - Characteristics of Science

- discuss the importance of curiosity, honesty, openness, and skepticism in science and exhibit these traits in efforts to understand how the world works (GPS, ITBS) (4SC_A2006-1)
- demonstrate knowledge of scientific processes and inquiry methods (GPS, ITBS) (4SC_A2006-2)
- apply computation and estimation skills necessary for analyzing data and following scientific explanations (GPS, ITBS) (4SC_A2006-3)
- use tools and instruments for observing, measuring, and manipulating objects in scientific activities utilizing safe laboratory procedures (GPS, ITBS) (4SC_A2006-4)
- use the concepts of system, model, change, and scale when exploring scientific and technological matters (GPS, ITBS) (4SC_A2006-5)
- communicate scientific ideas and activities clearly (GPS, ITBS) (4SC_A2006-6)
- question scientific claims and arguments effectively (GPS, ITBS) (4SC_A2006-7)

B - Earth Science

- analyze the components of our solar system and their relationship to one another (GPS, ITBS) (4SC_B2006-8)
- analyze the role of relative position and motion in determining the sequence of the phases of the moon (GPS, ITBS) (4SC_B2006-9)
- differentiate between the states of water and how they relate to the water cycle and weather (GPS, ITBS) (4SC_B2006-10)
- analyze weather charts/maps and collect weather data to predict weather events and infer patterns and seasonal changes (GPS, ITBS) (4SC_B2006-11)

C - Physical Science

- investigate the nature of light using tools (mirrors, lenses, prisms) (GPS, ITBS) (4SC_C2006-12)
- investigate how sound is produced by vibrating objects (GPS, ITBS) (4SC_C2006-13)
- demonstrate the relationship between force and motion (GPS, ITBS) (4SC_C2006-14)

D - Life Science

- describe the roles of organisms and the flow of energy within an ecosystem (GPS, ITBS) (4SC_D2006-15)
- explain various factors (adaptation, variation, behavior, external features) that affect the survival or extinction of organisms (GPS, ITBS) (4SC_D2006-16)

Social Studies

A - Map and Globe Skills

- use cardinal directions (GPS) (4SS_A2008-1)
- use intermediate directions (GPS) (4SS_A2008-2)
- use a letter/number grid system to determine location (GPS) (4SS_A2008-3)
- compare and contrast the categories of natural, cultural, and political features found on maps (GPS) (4SS_A2008-4)
- use inch-to-inch map scale to determine distance on a map (GPS) (4SS_A2008-5)
- use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps (GPS) (4SS_A2008-6)
- use a map to explain impact of geography on historical and current events (GPS) (4SS_A2008-7)
- draw conclusions and make generalizations based on information from maps (GPS) (4SS_A2008-8)
- use latitude and longitude to determine location (GPS) (4SS_A2008-9)
- use graphic scales to determine distances on a map (GPS) (4SS_A2008-10)
- compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about activities (GPS) (4SS_A2008-11)
- compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations (GPS) (4SS_A2008-12)

B - Information Processing Skills

- compare similarities and differences (GPS) (4SS_B2008-13)
- organize items chronologically (GPS) (4SS_B2008-14)
- identify issues and/or problems and alternative solutions (GPS) (4SS_B2008-15)
- distinguish between fact and opinion (GPS) (4SS_B2008-16)
- identify main idea, detail, sequence of events, and cause and effect in a social studies context (GPS) (4SS_B2008-17)
- identify and use primary and secondary sources (GPS) (4SS_B2008-18)
- interpret timelines (GPS) (4SS_B2008-19)
- identify social studies reference resources to use for a specific purpose (GPS) (4SS_B2008-20)
- construct charts and tables (GPS) (4SS_B2008-21)
- analyze artifacts (GPS) (4SS_B2008-22)
- draw conclusions and make generalizations (GPS) (4SS_B2008-23)
- analyze graphs and diagrams (GPS) (4SS_B2008-24)
- translate dates into centuries, eras, or ages (GPS) (4SS_B2008-25)
- formulate appropriate research questions (GPS) (4SS_B2008-26)
- determine adequacy and/or relevancy of information (GPS) (4SS_B2008-27)
- check for consistency of information (GPS) (4SS_B2008-28)
- interpret political cartoons (GPS) (4SS_B2008-29)

C - Native American Cultures

- describe how early Native American cultures developed in North America (GPS) (4SS_C2008-30)
- locate important physical and man-made features in the United States (GPS) (4SS_C2008-31)

D - European Exploration in North America

- describe European exploration in North America (GPS) (4SS_D2008-32)
- compare and contrast examples of cooperation and conflict between Europeans and Native Americans (GPS) (4SS_D2008-33)
- name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness) (GPS) (4SS_D2008-34)
- use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events (GPS) (4SS_D2008-35)

4th Grade

E - Colonial America

- explain the factors that shaped British colonial America (GPS) (4SS_E2008-36)
- describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans (GPS) (4SS_E2008-37)
- name positive traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness) (GPS) (4SS_E2008-38)
- use basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events (GPS) (4SS_E2008-39)

F - The American Revolution

- trace the events that shaped the revolutionary movement in America (GPS) (4SS_F2008-40)
- explain the development of the Declaration of Independence (GPS) (4SS_F2008-41)
- describe the major events of the Revolution and explain the factors leading to American victory and British defeat (GPS) (4SS_F2008-42)
- describe key individuals in the American Revolution (GPS) (4SS_F2008-43)
- describe how physical systems affect human systems in regard to the American Revolution (GPS) (4SS_F2008-44)
- name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness) associated with the American Revolution (GPS) (4SS_F2008-45)
- use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity and price incentives to illustrate historical events specific to the American Revolution (GPS) (4SS_F2008-46)

G - The New Nation

- analyze the challenges faced by the new nation (GPS) (4SS_G2008-47)
- differentiate natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness) (GPS) (4SS_G2008-48)
- compare and contrast "We the People" from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty (GPS) (4SS_G2008-49)
- explain the federal system of government in the U.S. (GPS) (4SS_G2008-50)
- discuss the importance of freedom of expression as guaranteed by the First Amendment to the U.S. Constitution (GPS) (4SS_G2008-51)
- describe the functions of the government (GPS) (4SS_G2008-52)
- explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic (GPS) (4SS_G2008-53)
- describe how physical systems affect human systems in regard to development of a new nation (GPS) (4SS_G2008-54)
- use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events specific to the development of a new nation (GPS) (4SS_G2008-55)

H - Westward Expansion

- explain westward expansion of America between 1801 and 1861 (GPS) (4SS_H2008-56)
- describe the economic conditions and the effect on growth and expansion (GPS) (4SS_H2008-57)
- locate important physical and man-made features in the United States (GPS) (4SS_H2008-58)
- describe how physical systems affect human systems in regard to westward expansion (GPS) (4SS_H2008-59)

I - Reform Movements

- examine the main ideas of the abolitionist and suffrage movements (GPS) (4SS_I2008-60)
- name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness) associated with the reform movements (GPS) (4SS_I2008-61)
- use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events specific to the reform movements (GPS) (4SS_I2008-62)

J - Personal Finance

- identify the elements of a personal budget and explain why personal spending and saving decisions are important (GPS) (4SS_J2008-63)

General Music

A - Duration (Rhythm/Beat)

- perform steady beat through singing, moving, and playing instruments (4GM_A2005-1)
- perform steady beat and rhythm patterns simultaneously (4GM_A2005-2)
- identify, label, and respond to contrast in tempo (4GM_A2005-3)
- demonstrate understanding of the relationship of the shortest unit of sound to longer units of sound using standard notation (4GM_A2005-4)
- identify simple meters (beat groupings) (4GM_A2005-5)
- read and perform simple rhythm patterns using standard notation (QCC) (4GM_A2005-6)

B - Pitch (Melody/Harmony)

- perform with increasing accuracy in pitch by singing developmentally appropriate songs using an expanding range (QCC) (4GM_B2005-7)
- identify and demonstrate melodic direction (up, down, same) through various performance techniques (4GM_B2005-8)
- identify and perform examples of melodic direction (up, down, same) and interval size (step-skip-same) (4GM_B2005-9)
- demonstrate aural awareness of the tonal center (key) (4GM_B2005-10)
- perform harmony through singing rounds, echo songs, partner songs, and/or simple ostinati (repeated accompaniment patterns) (QCC) (4GM_B2005-11)
- explore the difference between music in major and minor keys aurally (QCC) (4GM_B2005-12)
- explore chord sequence and tonal structure (major, minor, I, V) (4GM_B2005-13)

C - Form

- identify repeating and contrasting phrases, sections, introductions, coda, and simple formal structures (AB, ABA, AABA, ABACA) (QCC) (4GM_C2005-14)
- identify traditional symbols and markings (D.C. al Fine, repeat sign) that relate to formal structures (4GM_C2005-15)
- follow text for multiple-stanza songs (QCC) (4GM_C2005-16)

D - Timbre

- explore differences in vocal register, such as soprano, alto, tenor, bass, child's voice (QCC) (4GM_D2005-17)
- identify selected classroom, folk, and orchestral instruments by sight and sound (4GM_D2005-18)
- identify string, woodwind, brass, percussion, keyboard, and electronic instrumental families and selected members by sight and/or sound (QCC) (4GM_D2005-19)
- distinguish between the sound of bands and orchestras (QCC) (4GM_D2005-20)

E - Expressive Qualities

- identify and demonstrate dynamics in music: p, mp, mf, f, crescendo, decrescendo, <, > (4GM_E2005-21)
- perform vocally with appropriate dynamic level, articulation, diction, blend, and balance (QCC) (4GM_E2005-22)
- integrate musical elements, such as melody, rhythm, harmony, form, timbre, expression, style, notation, and movement when performing (4GM_E2005-23)
- demonstrate growth in knowledge of music vocabulary appropriate to grade level (QCC) (4GM_E2005-24)
- demonstrate an increasing awareness of ways musical elements, such as melody, rhythm, harmony, form, timbre, expression, and style, contribute to the character of the musical composition (4GM_E2005-25)

4th Grade

F - Notation

- explore notation for scales (QCC) (4GM_F2005-26)
- perform rhythm patterns represented by standard notation (QCC) (4GM_F2005-27)
- recognize and name musical symbols, such as treble clef, notes, rests, fermata, flat, sharp, and time signature (QCC) (4GM_F2005-28)
- identify the names of line and space notes on the treble staff (4GM_F2005-29)
- identify composer or folk source and documented publication information from music scores (QCC) (4GM_F2005-30)

G - Style (Cultural/Time and Place)

- participate in song stories, singing games, poems, chants, simple folk dances, and musical dramatizations (QCC) (4GM_G2005-31)
- expand personal repertoire of music from diverse cultures and time periods (QCC) (4GM_G2005-32)
- respond to music in a variety of styles through listening, moving, creating, singing, and playing instruments (QCC) (4GM_G2005-33)
- describe how melody, rhythm, timbre and texture affect the style of music (QCC) (4GM_G2005-34)
- perform vocal music representing a variety of cultures using English and simple non-English texts (QCC, CE) (4GM_G2005-35)
- demonstrate an increasing knowledge of master composers and compositions (QCC) (4GM_G2005-36)

H - Creative Skills

- create simple sound compositions, accompaniments, and/or sound stories using body percussion, environmental, and classroom instrument sounds (QCC, CE) (4GM_H2005-37)
- create new texts for familiar songs (QCC, CE) (4GM_H2005-38)
- exhibit an increasing ability move creatively to music (4GM_H2005-39)
- create movements for musical dramatizations and interpretations (QCC, CE) (4GM_H2005-40)

Health

A - First Aid

- apply appropriate first aid procedures for treating bleeding wounds (4HE_A2009-1)

B - Safety

- describe how each person can impact the health and safety of others (QCC) (4HE_B2009-2)

C - Personal Care

- explain the influence of rest, food choices, exercise, sleep, and recreation on a person's well-being (QCC, CE) (4HE_C2009-3)
- set a personal health goal based on an individual health risk assessment and make progress toward its achievement (QCC) (4HE_C2009-4)

D - Disease Prevention

- recognize diseases/illnesses and discuss methods of prevention (QCC) (4HE_D2009-5)

E - Tobacco, Alcohol, and Other Drugs

- examine the effects of tobacco products on the circulatory and respiratory systems (QCC) (4HE_E2009-6)
- examine the harmful effects of marijuana, hallucinogens, amphetamines, and inhalants on the body (QCC) (4HE_E2009-7)
- explain the safe and appropriate use of over-the-counter drugs (QCC) (4HE_E2009-8)
- critique advertisements and commercials which encourage the use of medicines, tobacco, and alcohol (QCC) (4HE_E2009-9)

F- Nutrition

- detect the short- and long-term effects that diet and physical activity have on health (QCC, CE) (4HE_F2009-10)

G - Emotional Expression / Mental Health

- describe ways to resolve conflicts without fighting (QCC, CE) (4HE_G2009-11)
- develop and practice skills that communicate care, consideration, and respect of self and others, including those with disabilities (QCC, CE) (4HE_G2009-12)

H - Family Life

- recognize the importance of the role that mothers and fathers play in the nurturing, guidance, care, and support of a child (4HE_H2009-13)
- explore the concept of basic physical and emotional changes related to maturity (CE) (4HE_H2009-14)

I - Applied Anatomy and Physiology

- identify the parts and major functions of the digestive system (4HE_I2009-15)

Physical Education

A - Fitness

- participate in health-enhancing fitness activities (GPS, CE) (4PE_A2009-1)
- demonstrate progress toward meeting health-related fitness standards as defined by research (GPS, CE) (4PE_A2009-2)

B - Motor Skills and Movement Patterns

- exhibit combinations of locomotor patterns (GPS) (4PE_B2009-3)
- demonstrate static and dynamic balances incorporating directional changes and various movement levels (GPS) (4PE_B2009-4)
- demonstrate a combination of throwing and catching skills (GPS) (4PE_B2009-5)

C - Movement Concepts and Principles

- create and demonstrate movement sequences to a rhythm (GPS, CE) (4PE_C2009-6)
- design and perform sequences involving rolling and weight transfer (GPS) (4PE_C2009-7)

D - Personal and Social Behavior

- demonstrate progress and accuracy striking with body parts and implements (GPS) (4PE_D2009-8)
- create relationships by understanding self, space, and equipment (GPS, CE) (4PE_D2009-9)
- demonstrate and identify the purposes for activities while following rules to games and using game-play etiquette (GPS, CE) (4PE_D2009-10)

Visual Arts

A - Creation, Production, and Performance

- create works of art using directional and expressive lines to create center of interest in a composition (QCC, CE) (4VA_A2005-1)
- use gesture drawing to express movement and action (QCC) (4VA_A2005-2)
- create an illusion of form and space using positive and negative shapes and space, overlapping, placement, size, color, and detail (QCC, CE) (4VA_A2005-3)
- demonstrate formal balance (symmetry) and informal balance (asymmetry) in works of art (QCC) (4VA_A2005-4)
- produce works of art using these properties of color: hue, intensity, and value (QCC) (4VA_A2005-5)
- create works of art using complementary and neutral color schemes (QCC) (4VA_A2005-6)
- create 2-D and 3-D artwork using a variety of materials incorporating elements of art and principles of design (QCC) (4VA_A2005-7)
- create unity in a composition by using elements of art (CE) (4VA_A2005-8)
- use specific principles of design (variation, repetition, contrast, rhythm, and movement) in the creation of works of art (QCC, CE) (4VA_A2005-9)

4th Grade

A - Creation, Production, and Performance (*continued*)

- use an available form of technology, such as a computer, camera, and/or video recorder, to create artwork (QCC) (4VA_A2005-10)
- create artwork using direct observation (QCC) (4VA_A2005-11)
- practice safe and proper use of art materials and tools (QCC, CE) (4VA_A2005-12)

B - Perception and Analysis

- recognize that color and shading techniques can show depth in artwork (4VA_B2005-13)
- recognize how an artist creates a point-of-view in a work of art (close-up, below, and above) (QCC) (4VA_B2005-14)
- develop criteria for determining personal decisions about artwork (QCC) (4VA_B2005-15)
- develop criteria for sorting artworks into categories of landscapes, cityscapes, still life, seascapes, and portraits (QCC) (4VA_B2005-16)
- examine works of art that imitate nature (Realism), express feelings or emotions (Emotionalism/Expressionism), and are concerned with design and composition (Structuralism/Formalism) (QCC) (4VA_B2005-17)

C - Cultural and Historical Context

- explain how art reflects the relationship between artists and their culture (geographic, political, religious, and economic) (QCC) (4VA_C2005-18)
- analyze how visual clues identify the culture represented in an artwork (QCC) (4VA_C2005-19)
- name artists who are well known for using a variety of art forms (sculpture, painting and drawing) to express ideas (4VA_C2005-20)

Language Arts

A - Listening, Speaking, and Viewing

- restate main ideas and details, inferring, summarizing, making generalizations, questioning, and respectfully offering opinions (GPS, CE) (5LA_A2009-1)
- initiate new topics in addition to responding to adult-initiated topics (GPS) (5LA_A2009-2)
- use language cues to indicate different levels of certainty or hypothesizing (e.g., "What if. . ."; "Very likely. . ."; "I'm unsure whether. . .") (GPS) (5LA_A2009-3)
- respond to comments and questions appropriately and with appropriate information (GPS) (5LA_A2009-4)
- volunteer contributions and respond when directly solicited by teacher or discussion leader (GPS) (5LA_A2009-5)
- give reasons in support of opinions expressed (GPS) (5LA_A2009-6)
- clarify, illustrate, or expand on a response when asked to do so; ask classmates for similar expansions (GPS) (5LA_A2009-7)
- listen to and view various forms of text and media to gather and share information, persuade others, and express and understand ideas (GPS) (5LA_A2009-8)
- evaluate the media's impact in peoples' lives (e.g., focusing attention, forming opinion, and as sources of entertainment and information) (GPS) (5LA_A2009-9)
- shape information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members (GPS) (5LA_A2009-10)
- use notes, multimedia, or other memory aids to structure the presentation (GPS) (5LA_A2009-11)
- engage the audience with appropriate verbal cues and eye contact (GPS) (5LA_A2009-12)
- project a sense of individuality and personality in selecting and organizing (GPS) (5LA_A2009-13)
- follow multiple oral directions and confirm understanding by paraphrasing directions (GPS) (5LA_A2009-14)
- use grade/age appropriate Standard American English when communicating orally (GPS) (5LA_A2009-15)
- actively solicit another person's comments or opinions and respectfully offer own opinion (GPS) (5LA_A2009-16)
- present speeches to inform, demonstrate, and entertain using increasingly complex sentence structures, multimedia, notes, and other memory aids (GPS, CE) (5LA_A2009-17)
- prepare content and organization according to importance and impact rather than availability of information (GPS) (5LA_A2009-18)

B - Reading (Strategies and Comprehension)

- read various types of literature daily to include at least 25 books or book equivalents (approximately 1,000,000 words) each year (GPS) (5LA_B2009-19)
- identify and analyze elements of plot, theme, and character within texts, between texts, and in relation to self (GPS) (5LA_B2009-20)
- apply knowledge of the concept that theme refers to the message about life and the world that the author wants us to understand whether implied or stated (GPS) (5LA_B2009-21)
- identify similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author's life (GPS) (5LA_B2009-22)
- identify and comprehend a variety of literary and informational texts, including drama and nonfiction (GPS, CE) (5LA_B2009-23)
- identify and analyze the structural elements particular to dramatic literature (e.g., scenes, acts, cast of characters, stage directions) in the plays read, viewed, written, and performed (GPS) (5LA_B2009-24)
- identify and analyze the similarities and differences between a narrative text and its film or play version (GPS) (5LA_B2009-25)
- predict information based on title, topic, genre, and prior knowledge (5LA_B2009-27)
- read for a variety of purposes, including to answer literal, inferential, or evaluative questions using evidence from literary or informational text (GPS, CE) (5LA_B2009-28)
- recognize when reading is not making sense, sounding right, or looking right and self correct when reading text orally and silently (GPS, CE) (5LA_B2009-30)

5th Grade

B - Reading (Strategies and Comprehension) (continued)

- integrate language structure, meaning clues, phonetic strategies, and sight vocabulary when reading text orally and silently (GPS, CE) (5LA_B2009-31)
- relate a literary work to information about its setting (historically or culturally) (GPS) (5LA_B2009-32)
- identify explicit information and infer implicit information in literary and informational texts using main ideas and supporting details (GPS, ITBS) (5LA_B2009-33)
- identify and use knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary) (GPS) (5LA_B2009-34)
- distinguish between statements of fact and statements of opinion (5LA_B2009-36)
- identify organizational patterns (chronological, logical [including spatial], cause/effect, order of importance, problem/solution, and classification) (GPS, CE) (5LA_B2009-37)
- identify and analyze elements of setting, characterization, and conflict in plot (GPS) (5LA_B2009-38)
- identify and analyze author's use of dialogue and description (GPS) (5LA_B2009-39)
- make and defend judgments and inferences about setting, characters, and events using convincing evidence from the text (GPS, ITBS, CE) (5LA_B2009-40)
- distinguish between first-person and third-person point-of-view (ITBS) (5LA_B2009-42)
- identify story development, author's purpose, and point-of-view (GPS, ITBS) (5LA_B2009-43)
- relate new information to prior knowledge and experience and make connections to related topics or information (GPS) (5LA_B2009-44)
- identify a series of related cause and effect relationships (GPS, ITBS, CE) (5LA_B2009-45)
- interpret maps, graphs, charts, diagrams, captions, and illustrations (GPS) (5LA_B2009-46)
- compare and contrast content within and between texts and make perceptive and well-developed connections (GPS, CE) (5LA_B2009-47)
- identify imagery, figurative language (e.g., personification, metaphor, simile, hyperbole), refrain, rhythm, and flow when responding to literature (GPS) (5LA_B2010-1)

C - Reading (Word Work/Vocabulary/Phonics/Fluency)

- increase vocabulary through reading to reflect a growing range of interests and knowledge and incorporate into oral and written language (GPS) (5LA_C2009-48)
- identify and use homophones, synonyms, and antonyms for given words in text (GPS, ITBS) (5LA_C2009-49)
- classify, categorize, and analyze words into groups with common characteristics (5LA_C2009-50)
- use knowledge of Greek and Latin roots to read new words and determine their meanings (GPS, ITBS) (5LA_C2009-51)
- determine meaning of unknown words and multiple meaning words through context clues and use of a thesaurus (GPS) (5LA_C2009-52)
- identify playful uses of language (e.g., puns, jokes, palindromes) (GPS) (5LA_C2009-54)
- identify common idioms and figurative phrases (GPS) (5LA_C2009-55)
- distinguish between metaphors and similes (GPS) (5LA_C2009-56)
- read with accuracy (in the range of 95%), speed, and expression, adjusting reading rate to match purpose (GPS) (5LA_C2010-2)

D - Writing (Grammar, Usage, Mechanics, and Spelling)

- demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive) (GPS) (5LA_D2009-57)
- create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, thesaurus, spell check) (GPS) (5LA_D2009-58)
- use Standard American English (GPS, ITBS) (5LA_D2009-59)
- identify and use the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, and interjection) correctly (GPS) (5LA_D2009-60)
- use modifiers (words and prepositional phrases) correctly and recognize that a word performs different functions according to its position in the sentence (GPS, ITBS) (5LA_D2009-61)

D - Writing (Grammar, Usage, Mechanics, and Spelling) (continued)

- form singular, plural, and possessive nouns (ITBS) (5LA_D2009-62)
- vary sentences by structure (declarative, interrogative, imperative, exclamatory, and functional fragment), order, and complexity (simple, compound, and complex) (GPS) (5LA_D2009-63)
- use present, past, future, regular, and irregular verb tenses to match intended meaning (GPS, ITBS) (5LA_D2009-64)
- use appropriate forms of positive, comparative, and superlative adjectives and adverbs (ITBS) (5LA_D2009-65)
- use and recognize correct punctuation, including semicolons, apostrophes, and quotation marks (GPS) (5LA_D2009-66)
- use commas to punctuate compound, complex, and compound-complex sentences (GPS, ITBS) (5LA_D2009-67)
- expand or reduce sentences by adding or deleting modifiers, phrases, or combining sentences (GPS) (5LA_D2009-68)
- use colons to introduce a list, after a business letter salutation, and between numbers in time (ITBS, CE) (5LA_D2009-69)
- use appropriate capitalization in written work (GPS) (5LA_D2009-70)
- identify punctuation and format of a business letter (GPS) (5LA_D2009-71)
- write legibly in cursive and space appropriately (GPS) (5LA_D2009-72)
- spell correctly in writing (GPS, ITBS) (5LA_D2009-73)

E - Writing (Across Genres)

- prewrite, draft, revise, edit, and publish (GPS) (5LA_E2009-74)
- select a focus, an organizational structure, and a point-of-view based on purpose, genre expectations, audience, length, and format requirements (GPS) (5LA_E2009-75)
- write personal narratives, responses to literature, and content-area pieces of an appropriate length to address a topic or tell a story (GPS) (5LA_E2009-76)
- engage the reader by establishing a context, creating a point-of-view, and otherwise developing reader interest (GPS) (5LA_E2009-77)
- create an organizing structure (GPS) (5LA_E2009-78)
- exclude extraneous details and inconsistencies (GPS) (5LA_E2009-79)
- lift the level of language using appropriate strategies including word choice (GPS) (5LA_E2009-80)
- use transitions between ideas and paragraphs to ensure coherence and traditional structures to convey information (GPS) (5LA_E2009-81)
- revise writing to improve fluency, content (descriptive words and phrases), organization and style, to match purposes with audience (GPS, ITBS) (5LA_E2009-82)
- edit for punctuation, spelling, fragments, and run-on sentences (GPS, ITBS) (5LA_E2009-83)
- provide a sense of closure (GPS) (5LA_E2009-84)

F - Writing (Narrative)

- write ideas in story form with attention to beginning, sequence, main ideas, supporting details, significance of events, characters, point-of-view, conflict, and closing/clincher sentence (GPS) (5LA_F2009-85)
- use sensory details and concrete language to develop plot and character (GPS) (5LA_F2009-86)
- develop complex characters through actions describing the motivation of characters and character conversation (GPS) (5LA_F2009-87)
- use a range of appropriate narrative strategies such as flashback, foreshadowing, dialogue, tension, or suspense (GPS) (5LA_F2009-88)

G - Writing (Informational)

- write an informational piece that is organized, uses appropriate facts and details, draws from a variety of resources, and reflects the intended audience (GPS) (5LA_G2009-89)
- develop a controlling idea that conveys a perspective on a subject (GPS) (5LA_G2009-90)
- use a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote (GPS) (5LA_G2009-91)
- utilize more than one source of information such as speakers, books, newspapers, and online resources (GPS) (5LA_G2009-92)

5th Grade

H - Writing (Persuasive)

- state a clear position, support the position, and exclude unnecessary information (GPS) (5LA_H2009-93)
- create an organizing structure appropriate to a specific purpose, audience, and context (GPS) (5LA_H2009-94)
- address reader concerns (GPS) (5LA_H2009-95)

I - Writing (Response to Literature)

- advance a judgment that is interpretive, evaluative, or reflective (GPS) (5LA_I2009-96)
- support judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge (GPS) (5LA_I2009-97)
- develop interpretations that exhibit careful reading and demonstrate an understanding of the literary work (GPS) (5LA_I2009-98)

J - Accessing Information / Reference Skills

- select and narrow topic and research questions (GPS) (5LA_J2009-99)
- take notes from lectures, reading, viewing, and interviewing (5LA_J2009-100)
- acknowledge and use appropriate resources to gather information from reference works (e.g., books, periodicals, electronic information, dictionaries, thesauri, encyclopedia, atlases, almanacs, magazines, and newspapers) (GPS) (5LA_J2009-101)
- use organizational features of printed text, such as table of contents and bibliography, to locate relevant information, to obtain and organize information and thoughts (GPS) (5LA_J2009-102)
- categorize and organize information using maps, webs, and outlines (GPS) (5LA_J2009-103)
- present information through reports, demonstrations, and projects (GPS) (5LA_J2009-104)
- recognize the difference in summarizing, paraphrasing, and plagiarizing (5LA_J2009-105)
- use the media center and available technology as sources of information and pleasure (GPS) (5LA_J2009-106)
- recognize the difference between primary and secondary sources (5LA_J2009-107)

Mathematics

A - Process Skills

- use appropriate technology to solve mathematical problems (GPS) (5MA_A2009-1)
- build new mathematical knowledge through problem-solving (GPS) (5MA_A2009-2)
- solve problems that arise in mathematics and in other areas (GPS) (5MA_A2009-3)
- apply and adapt a variety of appropriate strategies to solve problems (GPS) (5MA_A2009-4)
- monitor and reflect on the process of mathematical problem-solving (GPS) (5MA_A2009-5)
- recognize reasoning and proof (evidence) as fundamental aspects of mathematics (GPS) (5MA_A2009-6)
- make and investigate mathematical conjectures (GPS) (5MA_A2009-7)
- investigate, develop, and evaluate mathematical arguments and proofs (GPS) (5MA_A2009-8)
- select and use various types of reasoning and methods of proof (GPS) (5MA_A2009-9)
- organize and consolidate mathematics thinking (GPS) (5MA_A2009-10)
- communicate mathematical thinking coherently to peers, teachers, and others (GPS) (5MA_A2009-11)
- analyze and evaluate the mathematical thinking and strategies of others (GPS) (5MA_A2009-12)
- use the terminology and language of mathematics to express mathematical ideas precisely (GPS) (5MA_A2009-13)
- recognize and use connections among mathematical ideas (GPS) (5MA_A2009-14)
- explain how mathematical ideas interconnect and build on one another to produce a coherent whole (GPS) (5MA_A2009-15)
- recognize and apply mathematics in contexts outside of mathematics (GPS) (5MA_A2009-16)
- create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas (GPS) (5MA_A2009-17)
- select, apply, and translate among mathematical representations to solve problems (GPS) (5MA_A2009-18)
- use representations to model and interpret physical, social, and mathematical phenomena (GPS) (5MA_A2009-19)

B - Numbers and Operations

- classify the set of counting numbers into subsets with distinguishing characteristics (odd/even, prime/composite) (GPS) (5MA_B2009-20)
- find multiples and factors (GPS) (5MA_B2009-21)
- analyze and use divisibility rules (GPS) (5MA_B2009-22)
- read, write, order, and compare place value of decimals (using $<$, $>$, or $=$) (GPS) (5MA_B2009-23)
- analyze the effect on the product when a number is multiplied by 10, 100, 1000, 0.1, and 0.01 (GPS) (5MA_B2009-24)
- model multiplication and division of decimals (GPS) (5MA_B2009-25)
- explain the process of multiplication and division, including situations in which the multiplier and the divisor are both whole numbers and decimals (GPS) (5MA_B2009-26)
- multiply and divide with decimals (GPS) (5MA_B2009-27)
- use words, pictures, and/or numbers to show that the relationships and rules for multiplication and division of whole numbers also applies to decimals (GPS) (5MA_B2009-28)
- use words, pictures, and/or numbers to show that division of whole numbers can be represented as a fraction ($a/b = a \div b$) (GPS) (5MA_B2009-29)
- use words, pictures, and/or numbers to show the value of a fraction is not changed when both its numerator and denominator are multiplied or divided by the same number because it is the same as multiplying or dividing by one (GPS) (5MA_B2009-30)
- find equivalent fractions and simplify fractions (GPS) (5MA_B2009-31)
- model multiplication and division of common fractions (GPS) (5MA_B2009-32)
- find common denominators using concrete, pictorial, and computational models (GPS) (5MA_B2009-33)
- use $>$, $<$, or $=$ to compare fractions and justify the comparison (GPS) (5MA_B2009-34)
- add and subtract fractions and mixed numbers with like and unlike denominators (GPS) (5MA_B2009-35)
- convert and use improper and proper fractions and decimal fractions interchangeably (GPS) (5MA_B2009-36)
- analyze, explain, and apply estimation strategies in working with quantities, measurement, computation, and problem-solving (GPS) (5MA_B2009-37)
- model percentages using multiple representations, such as a 10 by 10 grid (GPS) (5MA_B2009-38)
- apply percentages to circle graphs and label sections (GPS) (5MA_B2009-39)

C - Geometry

- identify and analyze congruent figures and the correspondence of their vertices, sides, and angles (GPS) (5MA_C2009-40)
- analyze and explain the relationship of the circumference of a circle, its diameter, and pi ($\pi \approx 3.14$) (GPS) (5MA_C2009-41)

D - Measurement

- estimate the area of fundamental geometric plane figures (GPS) (5MA_D2009-42)
- derive the formula for the area of a parallelogram (e.g., cut the parallelogram apart and rearrange it into a rectangle of the same area) (GPS) (5MA_D2009-43)
- derive the formula for the area of a triangle (e.g., demonstrate and explain its relationship to the area of a rectangle with the same base and height) (GPS) (5MA_D2009-44)
- use formulas to find area of polygons, including triangles and parallelograms (GPS) (5MA_D2009-45)
- find the area of a polygon (regular and irregular) by dividing it into squares, rectangles, and/or triangles and finding the sum of the area of those shapes (GPS) (5MA_D2009-46)
- derive and compute the circumference of a circle using a formula (5MA_D2009-47)
- estimate and compute the area of a circle through partitioning, tiling, and using a formula (let $\pi = 3.14$) (GPS) (5MA_D2009-48)
- derive the formula for the area of a circle (e.g., divide the circle into equal sized slices and rearrange into a parallelogram, $\pi r^2 = l \times w$ or $\pi r^2 = b \times h$) (GPS) (5MA_D2009-49)
- compare one unit to another within a single system of capacity measurement (GPS) (5MA_D2009-51)
- use milliliters, liters, fluid ounces, cups, pints, quarts, and gallons to measure capacity (GPS) (5MA_D2009-52)
- use words, pictures, and/or numbers to show a cubic unit is represented by a cube in which each edge has the length of one unit (GPS) (5MA_D2009-53)

5th Grade

D – Measurement (*continued*)

- identify the units used in computing volume as cubic centimeters (cm³), cubic meters (m³), cubic inches (in³), cubic feet (ft³), and cubic yards (yd³) (GPS) (5MA_D2009-54)
- estimate the volume of simple geometric solids in cubic units (GPS) (5MA_D2009-55)
- derive and apply the formula for the volume of a cube and a rectangular prism using manipulatives (GPS) (5MA_D2009-56)
- compute the volume of a cube and a rectangular prism using a formula (GPS) (5MA_D2009-57)
- analyze and explain the similarities and differences between volume and capacity (GPS) (5MA_D2009-58)

E - Algebra

- express, investigate, and represent math relationships in formulas and equations (GPS) (5MA_E2009-59)
- use variables, such as n or x, for unknown quantities in algebraic expressions (GPS) (5MA_E2009-60)
- investigate expressions by substituting numbers for the unknown (GPS) (5MA_E2009-61)
- determine that a formula is reliable regardless of the type of number (whole number, decimal, or fraction) substituted for the variable (GPS) (5MA_E2009-62)

F - Data Analysis and Probability

- determine and justify the mean (and previously learned range, mode, and median) of a set of data (GPS) (5MA_F2009-63)
- create and analyze circle graphs, line plot graphs, and line graphs (and previously learned pictographs, Venn diagrams, and bar graphs) (GPS) (5MA_F2009-64)
- compare and contrast multiple graphic representations (such as line plot, bar, circle, line graphs, pictographs, and Venn diagrams) and analyze the advantages and disadvantages of each (GPS) (5MA_F2009-65)

Science

A - Characteristics of Science

- discuss the importance of curiosity, honesty, openness, and skepticism in science and exhibit these traits in efforts to understand how the world works (GPS, ITBS) (5SC_A2006-1)
- demonstrate knowledge of scientific processes and inquiry methods (GPS, ITBS) (5SC_A2006-2)
- apply computation and estimation skills necessary for analyzing data and following scientific explanations (GPS, ITBS) (5SC_A2006-3)
- use tools and instruments for observing, measuring, and manipulating objects in scientific activities utilizing safe laboratory procedures (GPS, ITBS) (5SC_A2006-4)
- use the concepts of system, model, change, and scale when exploring scientific and technological matters (GPS, ITBS) (5SC_A2006-5)
- communicate scientific ideas and activities clearly (GPS, ITBS) (5SC_A2006-6)
- question scientific claims and arguments effectively (GPS, ITBS) (5SC_A2006-7)

B - Earth Science

- analyze how surface features of the earth are caused by constructive and destructive processes (GPS, ITBS) (5SC_B2006-8)

C - Physical Science

- verify that an object is the sum of its parts (GPS) (5SC_C2006-9)
- distinguish between physical changes and chemical changes (GPS, ITBS) (5SC_C2006-10)
- investigate electricity and magnetism and their relationship to one another (GPS, ITBS) (5SC_C2006-11)

D - Life Science

- classify organisms to simplify the study of living things (GPS, ITBS) (5SC_D2006-12)
- identify the cell as the building block of living organisms (GPS, ITBS) (5SC_D2006-13)
- compare and contrast the characteristics of learned behaviors and inherited traits (GPS, ITBS) (5SC_D2006-14)
- analyze how microorganisms benefit or harm other organisms (GPS) (5SC_D2007-1)

Social Studies

A - Map and Globe Skills

- use cardinal directions (GPS) (5SS_A2008-1)
- use intermediate directions (GPS) (5SS_A2008-2)
- use a letter/number grid system to determine location (GPS) (5SS_A2008-3)
- compare and contrast the categories of natural, cultural, and political features found on maps (GPS) (5SS_A2008-4)
- use inch-to-inch map scale to determine distance on a map (GPS) (5SS_A2008-5)
- use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps (GPS) (5SS_A2008-6)
- use a map to explain impact of geography on historical and current events (GPS) (5SS_A2008-7)
- draw conclusions and make generalizations based on information from maps (GPS) (5SS_A2008-8)
- use latitude and longitude to determine location (GPS) (5SS_A2008-9)
- use graphic scales to determine distances on a map (GPS) (5SS_A2008-10)
- compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about activities (GPS) (5SS_A2008-11)
- compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations (GPS) (5SS_A2008-12)

B - Information Processing Skills

- compare similarities and differences (GPS) (5SS_B2008-13)
- organize items chronologically (GPS) (5SS_B2008-14)
- identify issues and/or problems and alternative solutions (GPS) (5SS_B2008-15)
- distinguish between fact and opinion (GPS) (5SS_B2008-16)
- identify main idea, detail, sequence of events, and cause and effect in a social studies context (GPS) (5SS_B2008-17)
- identify and use primary and secondary sources (GPS) (5SS_B2008-18)
- interpret timelines (GPS) (5SS_B2008-19)
- identify social studies reference resources to use for a specific purpose (GPS) (5SS_B2008-20)
- construct charts and tables (GPS) (5SS_B2008-21)
- analyze artifacts (GPS) (5SS_B2008-22)
- draw conclusions and make generalizations (GPS) (5SS_B2008-23)
- analyze graphs and diagrams (GPS) (5SS_B2008-24)
- translate dates into centuries, eras, or ages (GPS) (5SS_B2008-25)
- formulate appropriate research questions (GPS) (5SS_B2008-26)
- determine adequacy and/or relevancy of information (GPS) (5SS_B2008-27)
- check for consistency of information (GPS) (5SS_B2008-28)
- interpret political cartoons (GPS) (5SS_B2008-29)

C - The Civil War

- explain the causes, major events, and consequences of the Civil War (GPS) (5SS_C2008-30)
- locate important places in the United States associated with the Civil War (GPS) (5SS_C2008-31)
- explain the reasons for the spatial patterns of economic activities (GPS) (5SS_C2008-32)
- explain how a citizen's rights are protected under the U.S. Constitution and are related to the Civil War (GPS) (5SS_C2008-33)

D - Reconstruction

- analyze the effects of Reconstruction on American life (GPS) (5SS_D2008-34)
- locate important places in the United States associated with Reconstruction (GPS) (5SS_D2008-35)
- explain how a citizen's rights are protected under the U.S. Constitution and are related to Reconstruction (GPS) (5SS_D2008-36)
- explain the process by which amendments to the U.S. Constitution are made (GPS) (5SS_D2008-37)

D – Reconstruction (*continued*)

- analyze the ways in which the influx of entrepreneurial northern businessmen affected Reconstruction (GPS) (5SS_D2008-38)

E - Turn of the Century

- describe how life changed in America at the turn of the century (GPS) (5SS_E2008-39)
- locate important places in the United States associated with the turn of the century (GPS) (5SS_E2008-40)
- explain the reasons for the spatial patterns of economic activities (GPS) (5SS_E2008-41)
- explain how a citizen's rights are protected under the U.S. Constitution and are related to turn of the century America (GPS) (5SS_E2008-42)
- explain the process by which amendments to the U.S. Constitution are made (GPS) (5SS_E2008-43)
- explain how amendments to the U.S. Constitution have maintained a representative democracy (GPS) (5SS_E2008-44)
- explain the meaning of "e pluribus unum" and the reason it is the motto of the United States (GPS) (5SS_E2008-45)

F - World War I

- describe U.S. involvement in World War I and post-World War I America (GPS) (5SS_F2008-46)
- explain the role the United States played in World War I and how these experiences affected political, economic, military, and lifestyle changes (5SS_F2008-47)
- define, map, and explain the dispersion of the primary economic activities within the United States since the turn of the century (GPS) (5SS_F2008-48)
- map and explain how the dispersion of global economic activities contributed to the United States emerging from World War I as a world power (GPS) (5SS_F2008-49)

G - The Great Depression

- explain how the Great Depression and New Deal affected the lives of millions of Americans (GPS) (5SS_G2008-50)

H - World War II

- cite reasons for the American entry into World War II in Europe and the Pacific (GPS) (5SS_H2008-51)
- locate important places associated with World War II including Pearl Harbor, the countries involved, and the major battles (GPS) (5SS_H2008-52)

I - The Cold War

- discuss the origins and consequences of the Cold War (GPS) (5SS_I2008-53)
- describe the importance of key people, events, and developments between 1950-1975 (GPS) (5SS_I2008-54)

J - America Since 1975

- trace important developments in America since 1975 (GPS) (5SS_J2008-55)

K - Economics and Personal Finance

- analyze the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events (GPS) (5SS_K2008-56)
- describe the functions of the four major institutions in the U.S. economy in each era of United States history (GPS) (5SS_K2008-57)
- describe how consumers and businesses interact in the United States economy across time (GPS) (5SS_K2008-58)
- identify the elements of a personal budget and explain why personal spending and saving decisions are important (GPS) (5SS_K2008-59)

General Music

A - Duration (Rhythm/Beat)

- perform steady beat through singing, moving, and playing instruments (5GM_A2005-1)
- perform steady beat and rhythm patterns simultaneously (5GM_A2005-2)
- identify, label, and respond to contrasts in tempo (5GM_A2005-3)
- demonstrate understanding of the relationship of the shortest unit of sound to longer units of sound using standard notation (5GM_A2005-4)
- identify note values and their relationship within the context of a rhythm pattern (5GM_A2005-5)
- identify simple and compound meters (beat groupings, such as 2s, 3s, 4s, and 6s) (QCC) (5GM_A2005-6)
- perform simple rhythm patterns using standard notation (5GM_A2005-7)

B - Pitch (Melody/Harmony)

- perform with increasing accuracy in pitch by singing developmentally appropriate songs using an expanding range (5GM_B2005-8)
- identify and demonstrate melodic direction (up, down, same) through various performance techniques (5GM_B2005-9)
- identify and/or perform examples of melodic direction (up, down, same) and interval size (step-skip-same) (5GM_B2005-10)
- demonstrate an aural awareness of the tonal center (key) (5GM_B2005-11)
- perform harmony through rounds, echo songs, partner songs, descants, and/or simple ostinati (repeated accompaniment pattern) (QCC) (5GM_B2005-12)
- distinguish aurally between music in major and minor keys (QCC) (5GM_B2005-13)
- explore chord sequence and tonal structure (major, minor, I, IV, V) (5GM_B2005-14)
- read from notation and with accuracy simple scale patterns (QCC) (5GM_B2005-15)

C - Form

- distinguish between repeating and contrasting phrases, sections, introductions, coda, and simple formal structures (AB, ABA, AABA, ABACA, theme, and variation) (QCC) (5GM_C2005-16)
- demonstrate an understanding of traditional symbols and markings (D.C. al Fine, D.S; repeat sign) related to formal structures (5GM_C2005-17)
- follow text for multiple-stanza songs (QCC) (5GM_C2005-18)

D - Timbre

- explore differences in vocal register and tone quality, such as soprano, alto, tenor, bass, and child's voice (5GM_D2005-19)
- identify selected classroom, folk, electronic, and orchestral instruments by sight and sound (QCC) (5GM_D2005-20)
- identify string, woodwind, brass, percussion, keyboard, and electronic instrumental families and selected members by sight and/or sound (QCC) (5GM_D2005-21)
- distinguish between the sound of bands and orchestras (5GM_D2005-22)

E - Expressive Qualities

- identify and demonstrate dynamics in music: pp, p, mp, mf, f, ff, crescendo and decrescendo, <, > (QCC) (5GM_E2005-23)
- participate in group singing with appropriate tone quality (head voice), dynamic level, articulation, diction, blend, and balance (QCC) (5GM_E2005-24)
- integrate musical elements, such as melody, rhythm, harmony, form, timbre, expression, style, notation, and movement, when performing (5GM_E2005-25)
- demonstrate growth in knowledge of music vocabulary appropriate to grade level (QCC) (5GM_E2005-26)
- demonstrate an increasing awareness to ways musical elements, such as melody, harmony, rhythm, form, timbre, expression, and style, contribute to the character of the musical composition (QCC) (5GM_E2005-27)
- recognize how other art forms may inspire musical compositions (QCC) (5GM_E2005-28)

5th Grade

F - Notation

- perform rhythmic and melodic patterns represented by standard notation (QCC) (5GM_F2005-29)
- recognize and name musical symbols, such as treble clef, notes, rests, fermata, flat, and sharp and time signatures (QCC) (5GM_F2005-30)
- identify the names of the line and space notes on the treble staff (5GM_F2005-31)
- identify composer or folk source and documented publication information from music scores (5GM_F2005-32)

G - Style (Cultural/Time and Place)

- participate in song stories, singing games, poems, chants, simple dance, and musical dramatizations (5GM_G2005-33)
- expand personal repertoire of music from diverse cultures and time periods (QCC, CE) (5GM_G2005-34)
- respond to music in a variety of styles through listening, moving, creating, singing, and playing instruments (QCC) (5GM_G2005-35)
- perform vocal music representing a variety of cultures using English and simple non-English texts (5GM_G2005-36)
- demonstrate an increasing knowledge of master composers and compositions (QCC) (5GM_G2005-37)
- explore career opportunities in the field of music (QCC, CE) (5GM_G2005-38)
- explore music as a means of expression, communication and enhancement of daily living (5GM_G2005-39)
- exhibit an understanding of historical and cultural styles by distinctive and similar elements (QCC) (5GM_G2005-40)

H - Creative Skills

- create simple sound compositions, accompaniments, and/or sound stories using body percussion, environmental, and classroom instrument sounds and electronic media (QCC, CE) (5GM_H2005-41)
- create new texts for familiar songs (QCC, CE) (5GM_H2005-42)
- exhibit an increasing ability to move creatively to music (5GM_H2005-43)
- create movements for musical dramatizations and interpretations (5GM_H2005-44)

Health

A - First Aid

- explain proper first aid procedures for a variety of emergencies (QCC) (5HE_A2009-1)

B - Safety

- identify threats to personal safety and list local support systems (QCC) (5HE_B2009-2)

C - Personal Care

- explain the role of risk factors and lifestyle choices in the development or prevention of health problems (QCC) (5HE_C2009-3)
- develop strategies and skills used to promote an adequate level of personal hygiene appropriate for the onset of puberty (QCC, CE) (5HE_C2009-4)

D - Disease Prevention

- describe how the healthy body combats disease and illness (QCC) (5HE_D2009-5)

E- Tobacco, Alcohol, and Other Drugs

- discuss and practice refusal skills necessary to resist peer pressure (QCC) (5HE_E2009-6)
- examine the effects and consequences of tobacco, alcohol, and other drug use (QCC) (5HE_E2009-7)
- critique the ways various forms of media portray drug use (QCC) (5HE_E2009-8)
- locate sources of help for individuals with alcohol, tobacco, and other drug use problems (QCC) (5HE_E2009-9)

F - Nutrition

- interpret and utilize food label information to make healthy choices (QCC) (5HE_F2009-10)

G - Emotional Expression / Mental Health

- identify ways to manage stress and adjust to change (QCC, CE) (5HE_G2009-11)

H - Family Life

- describe the physical, emotional, and social changes that occur during puberty (QCC) (5HE_H2009-12)

I - Applied Anatomy and Physiology

- identify the parts and major functions of the endocrine/immune system (QCC) (5HE_I2009-13)

Physical Education

A - Fitness

- participate in health-enhancing fitness activities (GPS, CE) (5PE_A2009-1)
- demonstrate progress toward meeting health-related fitness standards as defined by research (GPS, CE) (5PE_A2009-2)

B - Motor Skills and Movement Patterns

- design and perform sequences of locomotor and non-locomotor movements (GPS) (5PE_B2009-3)
- create and demonstrate a sequence of balances utilizing counter balance and counter tensions (GPS, CE) (5PE_B2009-4)
- utilize throwing and catching in a small group game (GPS) (5PE_B2009-5)
- design and perform sequences involving rolling and other skills utilizing equipment or apparatus (GPS, CE) (5PE_B2009-6)
- utilize striking, dribbling, and volleying skills in game-like situations (GPS) (5PE_B2009-7)
- utilize striking with implements in a game-like situation (GPS) (5PE_B2009-8)
- design and refine a repeatable routine with a partner or small group using various jumping skills with or without equipment (GPS) (5PE_B2009-9)

C - Movement Concepts and Principles

- identify and use the concepts of spatial awareness as they relate to strategies in game-like situations (GPS) (5PE_C2009-10)
- create complex rhythmic and aerobic activities (GPS, CE) (5PE_C2009-11)

D - Personal and Social Behavior

- demonstrate and identify specific safety practices, rules, procedures, and etiquette for activities (GPS, CE) (5PE_D2009-12)

Visual Arts

A - Creation, Production, and Performance

- create values (shading) with lines (5VA_A2005-1)
- create a sculpture that is closed and solid, open and hollow, or a combination of both (5VA_A2005-2)
- produce compositions in selected color schemes (5VA_A2005-3)
- create unity in a work of art (5VA_A2005-4)
- create functional and nonfunctional works of art (CE) (5VA_A2005-5)
- use various media and techniques to create contrast (QCC) (5VA_A2005-6)
- create an illusion of space in an artwork using advanced techniques (5VA_A2005-7)
- demonstrate knowledge of size relations (proportion) in 2-D and 3-D artworks (5VA_A2005-8)
- produce designs that use selected subject matter, including symbols and ideas, to communicate a message (QCC, CE) (5VA_A2005-9)
- create artworks in the areas of drawing, painting, sculpture, printmaking, pottery, fiber art, mixed media, and digital image with emphasis on elements of art and principles of design (QCC, CE) (5VA_A2005-10)

5th Grade

A - Creation, Production, and Performance (*continued*)

- create works of art that imitate nature (Realism), express feelings or emotions (Emotionalism/Expressionism), and are concerned with design and composition (Structuralism/Formalism) (QCC, CE) (5VA_A2005-11)
- demonstrate developing skill in contour drawing (5VA_A2005-12)
- practice safe and proper use of art materials and tools (QCC) (5VA_A2005-13)

B - Perception and Analysis

- define characteristics of a form as open or closed (QCC) (5VA_B2005-14)
- recognize how light and shadow reveal textures (5VA_B2005-15)
- examine unity in works of master artists (5VA_B2005-16)
- select elements or combinations of elements to express variation in 2-D or 3-D compositions (5VA_B2005-17)
- select age appropriate means of showing balance (formal, informal, or radial) for art production in 2-D or 3-D compositions (5VA_B2005-18)
- recognize color relationships (complementary, analogous, and monochromatic) (QCC) (5VA_B2005-19)
- examine how artists use linear perspective (one- and two-point) to achieve depth (QCC) (5VA_B2005-20)
- analyze proportion in artworks as the relationship of one part to another or to the whole (QCC) (5VA_B2005-21)
- identify specific media and techniques used to produce selected works of art (QCC) (5VA_B2005-22)
- recognize how artists use selected subject matter, including symbols and ideas, to communicate a message (QCC) (5VA_B2005-23)
- critique works of art in sequence of description, analysis of design or composition, interpretation of meaning, judgment based on evidence, or clues observed in artworks (QCC) (5VA_B2005-24)
- develop, judge, and communicate personal decisions about artwork (QCC) (5VA_B2005-25)
- justify a personal position on the "big" questions about art (QCC) (5VA_B2005-26)

C - Cultural and Historical Context

- interpret, describe, analyze, and judge works of art (student and/or master) based on specified criteria (cultural, historical, chronological) (QCC) (5VA_C2005-27)
- explore various art careers, such as architect, graphic designer, painter, photographer, and video artist (QCC, CE) (5VA_C2005-28)
- recognize artwork from different cultures may have the same subject or theme (CE) (5VA_C2005-29)
- describe similarities and differences between two works of art of the same style produced by two different artists, such as Picasso and Braque (QCC) (5VA_C2005-30)

Modern Languages - Level A

A - Basic Oral and Listening Communication

- use common greetings and expressions (GPS) (EMLA_A2009-1)
- respond to classroom instruction and directions (GPS) (EMLA_A2009-2)
- explore feelings and emotions (GPS) (EMLA_A2009-3)
- explore likes and dislikes (GPS) (EMLA_A2009-4)

B - Vocabulary Development

- recognize and use the alphabet (GPS) (EMLA_B2009-5)
- recognize and count numerals (GPS) (EMLA_B2009-6)
- recognize and name selected colors (GPS) (EMLA_B2009-7)
- recognize and name selected shapes (GPS) (EMLA_B2009-8)
- recognize and name days of the week and months of the year (GPS) (EMLA_B2009-9)
- recognize and name seasons and basic weather vocabulary (GPS) (EMLA_B2009-10)
- recognize and name classroom objects (GPS) (EMLA_B2009-11)
- recognize and name immediate family members (GPS) (EMLA_B2009-12)
- recognize and name selected articles of clothing (GPS) (EMLA_B2009-13)
- recognize and name selected parts of the body (GPS) (EMLA_B2009-14)
- recognize and name rooms in the house (GPS) (EMLA_B2009-15)
- recognize and name selected foods and beverages (GPS) (EMLA_B2009-16)
- recognize and name selected animals (GPS) (EMLA_B2009-17)

C - Culture

- name countries where the target language is spoken (GPS) (EMLA_C2009-18)
- explore holidays and traditional celebrations of the target language cultures (GPS) (EMLA_C2009-19)
- explore significant people from the target language cultures (GPS) (EMLA_C2009-20)

D - Connections, Comparisons, and Communities

- explore connections to student learning in other subject areas (GPS) (EMLA_D2009-21)
- explore and compare basic language features (GPS) (EMLA_D2009-22)
- explore comparisons of the target culture(s) with the students' culture (GPS) (EMLA_D2009-23)
- explore where students can encounter the target language beyond the classroom setting (GPS) (EMLA_D2009-24)

Modern Languages – Level B

A - Basic Communication

- comprehend and respond appropriately to greetings, farewells, and basic social situations (GPS) (EMLB_A2009-1)
- respond to classroom instruction and directions (GPS) (EMLB_A2009-2)
- express feelings and emotions (GPS) (EMLB_A2009-3)
- express likes and dislikes (GPS) (EMLB_A2009-4)
- count, identify and manipulate numbers (GPS) (EMLB_A2009-5)
- integrate alphabet into a variety of activities (GPS) (EMLB_A2009-6)
- recognize, name and sequence days of the week and months of the year (GPS) (EMLB_A2009-7)
- use basic weather vocabulary and organize the months of the year by season (GPS) (EMLB_A2009-8)
- identify and describe immediate and extended family members (GPS) (EMLB_A2009-9)
- identify and use phrases to describe clothing (GPS) (EMLB_A2009-10)
- recognize time by hour, half-hour, quarter-hour and digital format (GPS) (EMLB_A2009-11)

ES Modern Languages

A - Basic Communication (*continued*)

- identify selected parts of the body (GPS) (EMLB_A2009-12)
- identify and describe classroom objects and their uses (GPS) (EMLB_A2009-13)
- identify rooms of a house and basic furniture (GPS) (EMLB_A2009-14)
- identify, classify, and describe various food and beverages (GPS) (EMLB_A2009-15)
- identify household pets, domestic, farm, and zoo animals (GPS) (EMLB_A2009-16)
- identify means of transportation (GPS) (EMLB_A2009-17)
- identify selected professions and places in the community (GPS) (EMLB_A2009-18)

B - Culture

- locate and name target language countries on a map or globe (GPS) (EMLB_B2009-19)
- identify holidays and traditional celebrations of the target language cultures (GPS) (EMLB_B2009-20)
- explore similarities and differences among a variety of cultures (GPS) (EMLB_B2009-21)
- explore national symbols and features of target language countries (GPS) (EMLB_B2009-22)
- identify significant people from the target language cultures (GPS) (EMLB_B2009-23)

C - Connections, Comparisons, and Communities

- identify connections to student learning in other subject areas (GPS) (EMLB_C2009-24)
- identify and compare basic language features (GPS) (EMLB_C2009-25)
- identify comparisons of the target culture(s) with the students' culture (GPS) (EMLB_C2009-26)
- identify where students can encounter the target language beyond the classroom setting (GPS) (EMLB_C2009-27)

Modern Languages - Level C

A - Basic Communication

- use common courtesy expressions in a variety of social situations (GPS) (EMLC_A2009-1)
- respond to classroom instruction and directions (GPS) (EMLC_A2009-2)
- describe a variety of emotions and feelings (GPS) (EMLC_A2009-3)
- describe likes and dislikes (GPS) (EMLC_A2009-4)
- perform simple math operations (GPS) (EMLC_A2009-5)
- manipulate common sequences such as alphabet, calendar, and seasons (GPS) (EMLC_A2009-6)
- classify and describe vocabulary related to food, clothing, weather, family, animals, home, transportation, and sports (GPS) (EMLC_A2009-7)
- recognize and use time by hour, half-hour, quarter-hour and digital format (GPS) (EMLC_A2009-8)
- read and comprehend short narratives and passages (GPS) (EMLC_A2009-9)
- construct simple sentences and short narratives (GPS) (EMLC_A2009-10)

B - Culture

- locate and name target language countries on a map or globe (GPS) (EMLC_B2009-11)
- name and describe holidays and traditional celebrations of the target language cultures (GPS) (EMLC_B2009-12)
- compare and contrast similarities and differences among a variety of cultures (GPS) (EMLC_B2009-13)
- describe national symbols and features of target language countries (GPS) (EMLC_B2009-14)
- identify and research an area of interest pertaining to the target language and/or culture (GPS) (EMLC_B2009-15)

C - Connections, Comparisons, and Communities

- identify connections to student learning in other subject areas (GPS) (EMLC_C2009-16)
- identify and compare basic language features (GPS) (EMLC_C2009-17)
- identify comparisons of the target culture(s) with the students' culture (GPS) (EMLC_C2009-18)
- identify where students can encounter the target language beyond the classroom setting (GPS) (EMLC_C2009-19)

Language Arts

A - Listening, Speaking, and Viewing

- participate in student-to-teacher, student-to-student, and group verbal interactions (GPS) (6LA_A2009-1)
- listen to and view various forms of text and media in order to gather and share information, persuade others, and express and understand ideas (GPS) (6LA_A2009-2)

B - Reading and Literature

- identify and analyze sensory details and figurative language (GPS) (6LA_B2009-3)
- identify and analyze the author's use of dialogue and description (GPS) (6LA_B2009-4)
- relate literary work to historical events of the period (GPS) (6LA_B2009-5)
- apply knowledge of the concept that theme refers to the message about life and the world that the author wants us to understand whether implied or stated (GPS) (6LA_B2009-6)
- identify and analyze the elements of setting, characterization, plot, and the resolution of the conflict of a story or play (GPS) (6LA_B2009-7)
- identify and analyze internal and external conflict (GPS) (6LA_B2009-8)
- identify and analyze character conflicts (e.g., characters vs. nature, characters vs. society) (GPS) (6LA_B2009-9)
- identify and analyze antagonist/protagonist (GPS) (6LA_B2009-10)
- identify the speaker in literary texts (GPS) (6LA_B2009-11)
- distinguish between first- and third-person point-of-view narration (GPS) (6LA_B2009-12)
- define and explain how tone is conveyed in literature through word choice, sentence structure, punctuation, rhythm, repetition, and rhyme (GPS) (6LA_B2009-13)
- explain the effects of sound (e.g., alliteration, onomatopoeia, rhyme scheme) in literature (GPS) (6LA_B2009-14)
- explain the effects of figurative language (e.g., simile, metaphor, hyperbole, and personification) in literature (GPS) (6LA_B2009-15)
- explain the effects of graphics (e.g., words all in capital letters, line length, bold face print, and italics) in literature (GPS) (6LA_B2009-16)
- compare traditional literature and mythology from different cultures (GPS) (6LA_B2009-17)
- analyze mythologies from different cultures (GPS) (6LA_B2009-18)
- apply knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary, and index) (GPS) (6LA_B2009-19)
- apply knowledge of common graphic features (e.g., graphic organizers, diagrams, captions, illustrations, charts, tables, and graphs) (GPS) (6LA_B2009-20)
- apply knowledge of common organizational structures and patterns (e.g., transitions, logical order, cause and effect, and classification schemes) (GPS) (6LA_B2009-21)
- identify and analyze main ideas (explicit and implicit) and supporting details (GPS) (6LA_B2009-22)
- follow multi-step instructions to complete or create a simple product (GPS) (6LA_B2009-23)
- use context clues to identify unknown words while reading (GPS) (6LA_B2009-24)
- use knowledge of Greek and Latin roots to read new words and determine their meanings (GPS) (6LA_B2009-25)
- explain relationships among words (synonyms, antonyms, homophones, and multiple meanings) (6LA_B2009-26)
- use reference skills to determine pronunciations, meanings, alternate word choices, and parts of speech of words (GPS) (6LA_B2009-27)
- use letter-sound knowledge to decode written English and use a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning (GPS) (6LA_B2009-28)
- self-correct when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies) (GPS) (6LA_B2009-29)
- read with a rhythm, flow, and meter that sounds like everyday speech (prosody) (GPS) (6LA_B2009-30)

C - Reading Across the Curriculum

- read a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) from a variety of subject disciplines (GPS) (6LA_C2009-31)
- read both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas (GPS) (6LA_C2009-32)
- participate in discussions related to curricular learning in all subject areas (GPS) (6LA_C2009-33)
- identify messages and themes from books in all subject areas (GPS) (6LA_C2009-34)
- respond to a variety of texts in multiple modes of discourse (GPS) (6LA_C2009-35)
- relate messages and themes from one subject area to those in another area (GPS) (6LA_C2009-36)
- evaluate effectiveness of texts in every subject area (GPS) (6LA_C2009-37)
- examine the author's purpose in writing (GPS) (6LA_C2009-38)
- use the features of disciplinary texts (e.g., charts, graphs, photos, maps, and highlighted vocabulary) (GPS) (6LA_C2009-39)
- define and use contextual vocabulary in various subjects (GPS) (6LA_C2009-40)
- use content vocabulary in writing and speaking (GPS) (6LA_C2009-41)
- explore understanding of new words found in subject-area texts (GPS) (6LA_C2009-42)
- explore life experiences related to subject area content (GPS) (6LA_C2009-43)
- discuss in both writing and speaking how certain words and concepts relate to multiple subjects (GPS) (6LA_C2009-44)
- determine strategies for finding content and contextual meaning for unfamiliar words or concepts (GPS) (6LA_C2009-45)

D - Conventions

- use the eight basic parts of speech (noun, verb, adjective, adverb, pronoun, preposition, conjunction, and interjection) and demonstrate that words can be different parts of speech within a sentence (GPS) (6LA_D2009-46)
- use abstract, common, collective, plural, and possessive nouns (GPS) (6LA_D2009-47)
- use personal, possessive, interrogative, demonstrative, reflexive, and indefinite pronouns (GPS) (6LA_D2009-48)
- use adjectives (common, proper, and demonstrative) (GPS) (6LA_D2009-49)
- use action (transitive/intransitive), linking, and state-of-being verbs (GPS) (6LA_D2009-50)
- use verb phrases (main and helping verbs) in active and passive voice (GPS) (6LA_D2009-51)
- use appropriate forms of positive, comparative, and superlative adjectives and adverbs (6LA_D2009-52)
- use prepositional phrases (preposition, object of the preposition, and any of its modifiers) (GPS) (6LA_D2009-53)
- recognize basic parts of a sentence (subject, verb, direct object, indirect object, predicate noun, and predicate adjective) (GPS) (6LA_D2009-54)
- write simple, compound, complex, and compound-complex sentences, avoiding fragments and run-ons (GPS) (6LA_D2009-55)
- use commas (compound and complex sentences, appositives, words in direct address, dialogue, adjectives in a series, long phrases, and clauses) and semicolons correctly (GPS) (6LA_D2009-56)
- use common spelling rules, apply common spelling patterns, and master words that are commonly misspelled (GPS) (6LA_D2009-57)
- punctuate and capitalize correctly (GPS) (6LA_D2009-58)
- use hyphens to divide words in fractions and to form combined-word adjectives before a noun (6LA_D2009-59)
- use apostrophes to form plurals of letters, numbers, and signs, in place of omitted numbers or letters, and in plural and shared possessives (6LA_D2009-60)
- use quotation marks to punctuate dialogue (6LA_D2009-61)

E - Writing Across Genres

- set a context, engage the reader, maintain a coherent focus throughout, and provide a satisfying closure (GPS) (6LA_E2009-62)
- select a focus, an organizational structure, and a point-of-view based on purpose, genre expectations, audience, length, and format requirements (GPS) (6LA_E2009-63)
- write text of a length appropriate to address the topic or tell the story while excluding extraneous and inappropriate information (GPS) (6LA_E2009-64)

E - Writing Across Genres (*continued*)

- use appropriate organizational structure for conveying information (chronological, logical [including spatial], cause/effect, compare/contrast, order of importance, problem/solution, argument/support, classification, and posing/answering a question) (GPS) (6LA_E2009-65)
- use appropriate structures to ensure coherence (GPS) (6LA_E2009-66)
- follow conventions of Standard American English (GPS) (6LA_E2009-67)
- use research and technology to support writing (GPS) (6LA_E2009-68)
- use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, and e-mail addresses) to locate relevant information (GPS) (6LA_E2009-69)
- include researched information in different types of products (e.g., compositions, multimedia presentations, graphic organizers, projects, etc.) (GPS) (6LA_E2009-70)
- cite references (GPS) (6LA_E2009-71)
- prewrite, draft, revise, edit, publish, and evaluate writing (GPS) (6LA_E2009-72)

F - Narrative Writing

- produce narrative (e.g., fictional, personal) to engage readers by establishing and developing a plot, setting, and point-of-view that are appropriate to the story (e.g., varied beginnings, standard plot line, cohesive devices) (GPS) (6LA_F2009-73)
- use sensory details and concrete language to develop plot, setting, and character (e.g., vivid verbs, descriptive adjectives, and varied sentence structures) (GPS) (6LA_F2009-74)
- use a range of strategies (e.g., suspense, figurative language, dialogue, expanded vocabulary, movement, gestures, and expressions) (GPS) (6LA_F2009-75)

G - Informational Writing

- produce expository writing (e.g., description, explanation, comparison and contrast, or problem and solution) that establishes a statement as the main idea or topic sentence (GPS) (6LA_G2009-76)
- conclude with detailed summary linked with purpose (GPS) (6LA_G2009-77)
- develop a controlling idea that conveys a perspective on the subject (GPS) (6LA_G2009-78)
- develop the topic with supporting details (GPS) (6LA_G2009-79)

H - Technical Writing

- produce technical writing (e.g., friendly letters, thank-you notes, formula poems, and instructions) that uses the appropriate elements and correct format (GPS) (6LA_H2009-80)

I - Persuasive Writing

- state a clear position of a proposition or proposal (GPS) (6LA_I2009-81)
- support position with organized and relevant evidence (GPS) (6LA_I2009-82)
- anticipate and address readers' concerns and counter-arguments (GPS) (6LA_I2009-83)

J - Response to Literature

- demonstrate an understanding of the literary work (GPS) (6LA_J2009-84)
- advance a judgment that is analytical, evaluative, or reflective (GPS) (6LA_J2009-85)
- organize an interpretation around several clear ideas, premises, or images (GPS) (6LA_J2009-86)
- support a judgment through references to the text (GPS) (6LA_J2009-87)

Mathematics 6

A - Process Skills

- use appropriate technology to solve mathematical problems (GPS, ACT) (6MA_A2007-1)
- build new mathematical knowledge through problem-solving (GPS) (6MA_A2007-2)
- solve problems that arise in mathematics and in other areas (GPS) (6MA_A2007-3)
- apply and adapt a variety of appropriate strategies to solve problems (GPS) (6MA_A2007-4)
- monitor and reflect on the process of mathematical problem-solving (GPS, ACT) (6MA_A2007-5)
- recognize reasoning and proof (evidence) as fundamental aspects of mathematics (GPS) (6MA_A2007-6)
- make and investigate mathematical conjectures (GPS) (6MA_A2007-7)
- investigate, develop, and evaluate mathematical arguments and proofs (GPS) (6MA_A2007-8)
- select and use various types of reasoning and methods of proof (GPS) (6MA_A2007-9)
- organize and consolidate mathematics thinking (GPS) (6MA_A2007-10)
- communicate mathematical thinking coherently to peers, teachers, and others (GPS) (6MA_A2007-11)
- analyze and evaluate the mathematical thinking and strategies of others (GPS) (6MA_A2007-12)
- use the terminology and language of mathematics to express mathematical ideas precisely (GPS) (6MA_A2007-13)
- recognize and use connections among mathematical ideas (GPS) (6MA_A2007-14)
- explain how mathematical ideas interconnect and build on one another to produce a coherent whole (GPS) (6MA_A2007-15)
- recognize and apply mathematics in contexts outside of mathematics (GPS) (6MA_A2007-16)
- create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas (GPS) (6MA_A2007-17)
- select, apply, and translate among mathematical representations to solve problems (GPS) (6MA_A2007-18)
- use representations to model and interpret physical, social, and mathematical phenomena (GPS) (6MA_A2007-19)

B - Numbers and Operations

- add, subtract, multiply, and divide fractions and mixed numbers (GPS, ITBS) (6MA_B2007-20)
- apply order of operations (including exponents) to simplify numeric expressions (ITBS) (6MA_B2007-21)
- justify the reasonableness of results using various estimation strategies (ITBS) (6MA_B2007-22)
- represent and solve practical problem situations using fractions, decimals, and percents (GPS, ITBS) (6MA_B2007-24)
- use fractions, decimals, and percents interchangeably (GPS, ITBS) (6MA_B2007-26)
- decompose numbers into their prime factorization using exponents (GPS, ITBS) (6MA_B2007-27)
- find the prime factorization of a composite number (Fundamental Theorem of Arithmetic) (ITBS) (6MA_B2007-28)
- explain the meaning of and use a ratio to compare two quantities (GPS, ITBS) (6MA_B2007-29)
- apply proportions to solve problems and defend reasoning (GPS, ITBS) (6MA_B2007-30)
- solve percent problems using ratios, proportions, and equations (GPS, ITBS) (6MA_B2007-31)
- use proportions ($a/b = c/d$) to describe relationships and solve problems, including percent problems (GPS, ITBS) (6MA_B2007-32)
- identify and use factors and multiples (GPS, ITBS) (6MA_B2007-33)
- use various strategies to find the greatest common factor of two numbers (GPS, ITBS) (6MA_B2007-34)
- use various strategies to find the least common multiple of two numbers (GPS, ITBS) (6MA_B2007-35)
- apply integer concepts (ITBS) (6MA_B2007-36)

C - Geometry

- identify and defend line and point symmetry (GPS) (6MA_C2007-38)
- investigate rotational symmetry, including degree of rotation (GPS) (6MA_C2007-39)
- interpret and sketch scale drawings (GPS) (6MA_C2007-40)
- solve problems involving scale drawings (GPS) (6MA_C2007-41)
- interpret and sketch front, back, top, bottom, and side views of solid figures (GPS, ITBS) (6MA_C2007-43)

C - Geometry (continued)

- construct nets for prisms, cylinders, pyramids, and cones (GPS, ITBS) (6MA_C2007-44)
- describe similar plane figures and the scale factor between them (ITBS) (6MA_C2007-45)
- use the concepts of ratio, proportion, and scale factor to demonstrate relationships between similar plane figures (GPS, ITBS) (6MA_C2007-46)
- compare, contrast, and classify solid geometric figures by their properties/characteristics including right prisms, pyramids, cylinders, and cones (GPS, ITBS) (6MA_C2007-47)

D - Measurement

- convert one unit of measurement to another measurement system by using proportional relationships (metric and customary) regarding volume and surface area (GPS, ITBS) (6MA_D2007-48)
- develop and apply formulas for area, perimeter, and volume using appropriate units of measure (GPS, ITBS) (6MA_D2007-49)
- measure length in customary and metric units (including nearest half, fourth, eighth, and sixteenth of an inch and nearest meter and centimeter) (ITBS) (6MA_D2007-50)
- compare and contrast units of measure for perimeter, area, and volume (GPS, ITBS) (6MA_D2007-51)
- select and use units of appropriate size and type to measure length, perimeter, area, and volume (GPS, ITBS) (6MA_D2007-53)
- compute and solve problems involving the volume of right prisms, cylinders, pyramids, and cones (GPS, ITBS) (6MA_D2007-54)
- compute and solve problems involving the surface area of right rectangular prisms and cylinders (GPS, ITBS) (6MA_D2007-55)
- find the surface area of a right prism and cylinder using manipulatives and by constructing nets (GPS, ITBS) (6MA_D2007-57)
- estimate the surface area of simple geometric solids (GPS, ITBS) (6MA_D2007-59)

E - Algebra

- describe, analyze, and generalize patterns and sequences from function rules, tables, and graphs (GPS, ITBS) (6MA_E2007-60)
- solve algebraic equations involving one variable using whole numbers, decimals, or fractions (ITBS) (6MA_E2007-61)
- evaluate algebraic expressions, including those with exponents, and solve simple one-step equations using each of the four basic operations (GPS, ITBS) (6MA_E2007-62)
- understand and explain the meaning of direct proportions (6MA_E2007-63)
- use manipulatives or draw pictures to solve problems involving proportional relationships (GPS, ITBS) (6MA_E2007-64)
- write and solve equations in the form $y = kx$ for one value when given the other two values as whole numbers, decimals, or fractions (ITBS) (6MA_E2007-65)
- describe proportional relationships mathematically using $y = kx$, where k is the constant of proportionality (GPS, ITBS) (6MA_E2007-66)
- graph proportional relationships in the form $y = kx$ and describe characteristics of the graphs (GPS, ITBS) (6MA_E2007-69)

F - Data Analysis and Probability

- formulate questions that can be answered by collecting and analyzing data from a population using experiments and surveys (GPS) (6MA_F2007-70)
- pose questions, collect data, represent and analyze data, and interpret results for stem and leaf plots, histograms, and bar graphs for more than one set of data (and previously learned pictographs, line graphs, circle graphs, and line plots) (GPS) (6MA_F2007-72)
- construct frequency distributions, frequency tables, and graphs (GPS) (6MA_F2007-73)
- choose appropriate graphs to be consistent with the nature of the data (GPS, ITBS) (6MA_F2007-74)
- use tables and graphs to examine variation that occurs within a group and variation that occurs between groups (GPS, ITBS) (6MA_F2007-75)
- evaluate data to make predictions and draw conclusions (6MA_F2007-76)
- relate data analysis to the context of the questions posed (GPS) (6MA_F2007-77)
- use probabilities to predict the likelihood of an event and represent the probability as a ratio (GPS) (6MA_F2007-79)
- conduct trials/simulations and analyze the relationship between experimental probability (actual outcome) and theoretical probability (expected outcome) (ITBS) (6MA_F2007-80)
- determine and use a ratio to represent the theoretical probability of a given event (GPS, ITBS) (6MA_F2007-81)

F - Data Analysis and Probability (*continued*)

- explain how experimental probability approaches theoretical probability when the number of trials is large (GPS, ITBS) (6MA_F2007-82)

G - Reading Across the Curriculum

- read and discuss mathematical material to establish context for subject matter, develop mathematical vocabulary, and to be aware of current research (GPS) (6MA_G2007-83)

Mathematics 6 Accelerated

**Reflects grade-level AKS*

A - Process Skills

- *use appropriate technology to solve mathematical problems (GPS) (6MAS_A2008-1)
- *build new mathematical knowledge through problem-solving (GPS) (6MAS_A2008-2)
- *solve problems that arise in mathematics and in other areas (GPS) (6MAS_A2008-3)
- *apply and adapt a variety of appropriate strategies to solve problems (GPS) (6MAS_A2008-4)
- *monitor and reflect on the process of mathematical problem-solving (GPS) (6MAS_A2008-5)
- *recognize reasoning and proof (evidence) as fundamental aspects of mathematics (GPS) (6MAS_A2008-6)
- *make and investigate mathematical conjectures (GPS) (6MAS_A2008-7)
- *investigate, develop, and evaluate mathematical arguments and proofs (GPS) (6MAS_A2008-8)
- *select and use various types of reasoning and methods of proof (GPS) (6MAS_A2008-9)
- *organize and consolidate mathematics thinking (GPS) (6MAS_A2008-10)
- *communicate mathematical thinking coherently to peers, teachers, and others (GPS) (6MAS_A2008-11)
- *analyze and evaluate the mathematical thinking and strategies of others (GPS) (6MAS_A2008-12)
- *use the terminology and language of mathematics to express mathematical ideas precisely (GPS) (6MAS_A2008-13)
- *recognize and use connections among mathematical ideas (GPS) (6MAS_A2008-14)
- *explain how mathematical ideas interconnect and build on one another to produce a coherent whole (GPS) (6MAS_A2008-15)
- *recognize and apply mathematics in contexts outside of mathematics (GPS) (6MAS_A2008-16)
- *create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas (GPS) (6MAS_A2008-17)
- *select, apply, and translate among mathematical representations to solve problems (GPS) (6MAS_A2008-18)
- *use representations to model and interpret physical, social, and mathematical phenomena (GPS) (6MAS_A2008-19)

B - Numbers and Operations

- *add, subtract, multiply, and divide fractions and mixed numbers (GPS) (6MAS_B2008-20)
- *apply the order of operations (including exponents) to simplify numeric expressions (ITBS) (6MAS_B2008-21)
- *justify the reasonableness of results using various estimation strategies (GPS) (6MAS_B2008-22)
- *represent and solve practical problem situations using fractions, decimals, and percents (GPS, ITBS) (6MAS_B2008-24)
- *use fractions, decimals, and percents interchangeably (GPS) (6MAS_B2008-26)
- *decompose numbers into their prime factorization using exponents (GPS) (6MAS_B2008-27)
- *find the prime factorization of a composite number (Fundamental Theorem of Arithmetic) (ITBS) (6MAS_B2008-28)
- *explain the meaning of and use a ratio to compare two quantities (GPS, ITBS) (6MAS_B2008-29)
- *apply proportions to solve problems and defend reasoning (GPS, ITBS) (6MAS_B2008-30)
- *solve percent problems using ratios, proportions, and equations (GPS, ITBS) (6MAS_B2008-31)
- *use proportions ($a/b = c/d$) to describe relationships and solve problems, including percent problems (GPS, ITBS) (6MAS_B2008-32)
- *identify and use factors and multiples (GPS) (6MAS_B2008-33)
- *use various strategies to find the greatest common factor of two numbers (GPS) (6MAS_B2008-34)

B - Numbers and Operations (*continued*)

- *use various strategies to find the least common multiple of two numbers (GPS, ITBS) (6MAS_B2008-35)
- *apply integer concepts (ITBS) (6MAS_B2008-36)
- find the absolute value of a number and understand it as the distance from zero on a number line (GPS) (6MAS_B2008-37)
- compare and order integers and rational numbers, including repeating decimals (GPS) (6MAS_B2008-38)
- add, subtract, multiply, and divide and solve problems using positive and negative rational numbers to include fractions, decimals, and integers (GPS) (6MAS_B2008-39)
- find square roots of perfect squares (GPS) (6MAS_B2008-40)
- recognize the (positive) square root of a number as a length of a side of a square with a given area (GPS) (6MAS_B2008-41)
- recognize the square roots as points and as lengths on a number line (GPS) (6MAS_B2008-42)
- explain that the square root of 0 is 0 and that every positive number has two square roots that are opposite in sign (GPS) (6MAS_B2008-43)
- recognize and use the radical symbol to denote the positive square root of a positive number (GPS) (6MAS_B2008-44)
- estimate square roots of positive numbers (GPS) (6MAS_B2008-45)
- express and use numbers in scientific notation (GPS) (6MAS_B2008-46)
- use appropriate technologies to solve problems involving square roots, exponents, and scientific notations (GPS) (6MAS_B2008-47)

C - Geometry

- *identify and defend line and point symmetry (GPS) (6MAS_C2008-49)
- *investigate rotational symmetry, including degree of rotation (GPS) (6MAS_C2008-50)
- *interpret and sketch scale drawings (GPS) (6MAS_C2008-51)
- *solve problems involving scale drawings (GPS) (6MAS_C2008-52)
- *interpret and sketch front, back, top, bottom, and side views of solid figures (GPS, ITBS) (6MAS_C2008-54)
- *construct nets for prisms, cylinders, pyramids, and cones (GPS, ITBS) (6MAS_C2008-55)
- *describe similar plane figures and the scale factor between them (GPS, ITBS) (6MAS_C2008-56)
- *use the concepts of ratio, proportion, and scale factor to demonstrate relationships between similar plane figures (GPS, ITBS) (6MAS_C2008-57)
- *compare, contrast, and classify solid geometric figures by their properties/characteristics including right prisms, pyramids, cylinders, and cones (GPS, ITBS) (6MAS_C2008-58)
- explain how congruence of geometric figures is a special case of similarity where the figures have the same size and shape (GPS, ITBS) (6MAS_C2008-59)
- compare geometric figures for similarity and describe similarities by listing corresponding parts (GPS) (6MAS_C2008-60)
- explain the relationships among scale factors, length ratios, and area ratios between similar figures and use scale factors, length ratios, and area ratios to determine side lengths and areas of similar geometric figures (GPS, ITBS) (6MAS_C2008-61)

D - Measurement

- *convert one unit of measurement to another measurement unit within a given measurement system by using proportional relationships (metric and customary) (GPS, ITBS) (6MAS_D2008-62)
- *develop and apply formulas for area, perimeter, and volume using appropriate units of measure (GPS, ITBS) (6MAS_D2008-63)
- *measure length in customary and metric units (including nearest half, fourth, eighth, and sixteenth of an inch and nearest meter and centimeter) (GPS, ITBS) (6MAS_D2008-64)
- *compare and contrast units of measure for perimeter, area, and volume (GPS, ITBS) (6MAS_D2008-65)
- *select and use units of appropriate size and type to measure length, perimeter, area, and volume (GPS, ITBS) (6MAS_D2008-67)
- *compute and solve problems involving the volume of right prisms, cylinders, pyramids, and cones (GPS, ITBS) (6MAS_D2008-68)
- *compute and solve problems involving the surface area of right rectangular prisms and cylinders (GPS, ITBS) (6MAS_D2008-69)
- *find the surface area of a right prism and cylinder using manipulatives and by constructing nets (GPS) (6MAS_D2008-71)
- *estimate the surface area of simple geometric solids (GPS, ITBS) (6MAS_D2008-73)

6th Grade

E - Algebra

- *describe, analyze, and generalize patterns and sequences from function rules, tables, and graphs (GPS) (6MAS_E2008-74)
- *solve algebraic equations involving one variable using whole numbers, decimals, or fractions (GPS) (6MAS_E2008-75)
- *evaluate algebraic expressions, including those with exponents and solve simple one-step equations using each of the four basic operations (GPS, ITBS) (6MAS_E2008-76)
- *understand and explain the meaning of direct proportions (GPS) (6MAS_E2008-77)
- *use manipulatives or draw pictures to solve problems involving proportional relationships (GPS) (6MAS_E2008-78)
- *write and solve equations in the form $y = kx$ for one value when given the other two values as whole numbers, decimals, or fractions (GPS, ITBS) (6MAS_E2008-79)
- *describe proportional relationships mathematically using $y = kx$, where k is the constant of proportionality (GPS) (6MAS_E2008-80)
- *graph proportional relationships in the form $y = kx$ and describe characteristics of the graphs (GPS) (6MAS_E2008-83)

F - Data Analysis and Probability

- *formulate questions that can be answered by collecting and analyzing data from a population using experiments and surveys (GPS) (6MAS_F2008-84)
- *pose questions, collect data, represent and analyze data, and interpret results for stem and leaf plots, histograms, and bar graphs for more than one set of data (and previously learned pictographs, line graphs, circle graphs, and line plots) (GPS) (6MAS_F2008-86)
- *construct frequency distributions, frequency tables, and graphs (GPS) (6MAS_F2008-87)
- *choose appropriate graphs to be consistent with the nature of the data (GPS, ITBS) (6MAS_F2008-88)
- *use tables and graphs to examine variation that occurs within a group and variation that occurs between groups (GPS, ITBS) (6MAS_F2008-89)
- *evaluate data to make predictions and draw conclusions (GPS) (6MAS_F2008-90)
- *relate data analysis to the context of the questions posed (GPS) (6MAS_F2008-91)
- *use probabilities to predict the likelihood of an event and represent the probability as a ratio (GPS) (6MAS_F2008-93)
- *conduct trials/simulations and analyze the relationship between experimental probability (actual outcome) and theoretical probability (expected outcome) (GPS, ITBS) (6MAS_F2008-94)
- *determine and use a ratio to represent the theoretical probability of a given event (GPS, ITBS) (6MAS_F2008-95)
- *explain how experimental probability approaches theoretical probability when the number of trials is large (GPS, ITBS) (6MAS_F2008-96)
- formulate and pose questions, collect data (from a census of at least 30 objects), represent and analyze data, and interpret results from samples of varying sizes (GPS) (6MAS_F2008-97)
- read and analyze data using appropriate graphs, including pictographs, histograms, bar graphs, line graphs, circle graphs, line plots, box-and-whisker plots, stem and leaf plots, and scatter plots (GPS, ITBS) (6MAS_F2008-98)
- read, analyze, interpret, and draw conclusions about data, including describing the relationship between two variables (GPS, ITBS) (6MAS_F2008-99)
- construct frequency distributions (GPS) (6MAS_F2008-100)
- analyze data using measures of central tendency (mean, median, and mode) (GPS, ITBS) (6MAS_F2008-101)
- explain the meaning of quartiles in a data set (GPS, ITBS) (6MAS_F2008-102)
- analyze data with respect to measures of variation (range, interquartile range, and recognition of outliers) (GPS) (6MAS_F2008-103)
- compare measures of central tendency and variation from samples to those from a census to demonstrate that sample statistics are more likely to approximate the population parameters as sample size increases (GPS, ITBS) (6MAS_F2008-104)
- use tree diagrams to find the number of outcomes related to a given event (GPS) (6MAS_F2008-105)
- apply the addition and multiplication principles of counting to determine the number of outcomes related to a given event (GPS) (6MAS_F2008-106)
- find the probability of simple independent events (GPS) (6MAS_F2008-107)
- find the probability of compound independent events (GPS) (6MAS_F2008-108)

G - Reading Across the Curriculum

- *read and discuss mathematical material to establish context for subject matter, develop mathematical vocabulary, and to be aware of current research (GPS) (6MAS_G2008-109)

Science

A - Characteristics of Science

- identify questions and problems that can be answered and solved through scientific inquiry (GPS, ITBS, ACT) (6SC_A2005-1)
- design and conduct investigations using scientific method (GPS, ITBS, ACT) (6SC_A2005-2)
- apply standard safety practices for all classroom laboratory and field investigations (GPS) (6SC_A2005-3)
- use appropriate scientific tools, techniques, and technologies to gather, analyze, and interpret data (GPS, ITBS, ACT) (6SC_A2005-4)
- apply computation and estimation skills necessary for analyzing data and developing conclusions (GPS) (6SC_A2005-5)
- think critically and logically about relationships between evidence and explanations (GPS, ITBS, ACT) (6SC_A2005-6)
- communicate scientific ideas clearly (GPS) (ITBS, ACT) (6SC_A2005-7)
- read scientific materials to establish context for subject matter, develop vocabulary, and to be aware of current research (GPS) (6SC_A2005-8)
- analyze the importance of understanding systems, models, and scales when exploring scientific and technological matters (GPS) (6SC_A2005-9)
- discuss the importance of curiosity, honesty, openness, and skepticism in science and exhibit these traits in efforts to understand how the world works (GPS) (6SC_A2006-1)

B - Astronomy

- explain the effects of the relative position of the sun, Earth, and moon (GPS, ITBS) (6SC_B2005-10)
- analyze the composition of our solar system (GPS, ITBS) (6SC_B2005-11)
- analyze current scientific views about the formation of the universe and how those views evolved (GPS, ITBS) (6SC_B2005-12)

C - Hydrology

- analyze the significant role of water in earth processes (GPS, ITBS, CE) (6SC_C2005-14)

D - Meteorology

- explain how the distribution of land and oceans affects climate and weather (GPS, ITBS) (6SC_D2005-15)

E - Geology

- investigate the composition and formation of Earth's surface (GPS, ITBS) (6SC_E2005-16)
- describe processes that cause gradual changes in Earth's surface (GPS, ITBS) (6SC_E2005-17)

F - Paleontology

- describe Earth's geologic history (6SC_F2005-18)

G - Ecology

- compare various sources of energy and describe their uses and methods of conservation (GPS) (6SC_G2005-19)

Social Studies

A - Map and Globe Skills

- use cardinal directions (GPS) (6SS_A2009-1)
- use intermediate directions (GPS) (6SS_A2009-2)
- use a letter/number grid system to determine location (GPS) (6SS_A2009-3)
- compare and contrast the categories of natural, cultural, and political features found on maps (GPS) (6SS_A2009-4)

6th Grade

A - Map and Globe Skills (*continued*)

- use customary and metric map scales to determine distance on a map (GPS) (6SS_A2009-5)
- use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps (GPS) (6SS_A2009-6)
- use a map to explain the impact of geography on historical and current events (GPS) (6SS_A2009-7)
- draw conclusions and make generalizations based on information from maps (GPS) (6SS_A2009-8)
- use latitude and longitude to determine location (GPS) (6SS_A2009-9)
- use graphic scales to determine distances on a map (GPS) (6SS_A2009-10)
- compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities (GPS) (6SS_A2009-11)
- compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations (GPS) (6SS_A2009-12)

B - Information and Processing Skills

- compare similarities and differences (GPS) (6SS_B2009-13)
- organize items chronologically (GPS) (6SS_B2009-14)
- identify issues and/or problems and alternative solutions (GPS) (6SS_B2009-15)
- distinguish between fact and opinion (GPS) (6SS_B2009-16)
- identify main idea, detail, sequence of events, and cause and effect in a social studies context (GPS) (6SS_B2009-17)
- identify and use primary and secondary sources (GPS) (6SS_B2009-18)
- interpret timelines (GPS) (6SS_B2009-19)
- identify social studies reference resources to use for a specific purpose (GPS) (6SS_B2009-20)
- construct charts and tables (GPS) (6SS_B2009-21)
- analyze artifacts (GPS) (6SS_B2009-22)
- draw conclusions and make generalizations (GPS) (6SS_B2009-23)
- analyze graphs and diagrams (GPS) (6SS_B2009-24)
- translate dates into centuries, eras, or ages (GPS) (6SS_B2009-25)
- formulate appropriate research questions (GPS) (6SS_B2009-26)
- determine adequacy and/or relevancy of information (GPS) (6SS_B2009-27)
- check for consistency of information (GPS) (6SS_B2009-28)
- interpret political cartoons (GPS) (6SS_B2009-29)
- explain personal money management choices in terms of income, spending, credit, saving, and investing (GPS) (6SS_B2009-30)

C - Latin America and the Caribbean

- locate selected features of Latin America and the Caribbean (GPS) (6SS_C2009-31)
- discuss environmental issues in Latin America (GPS) (6SS_C2009-32)
- analyze the impact of location, climate, distribution of natural resources, and population distribution on Latin America and the Caribbean (GPS) (6SS_C2009-33)
- examine the cultural characteristics of people who live in Latin America and the Caribbean (GPS) (6SS_C2009-34)
- compare and contrast various forms of government (GPS) (6SS_C2009-35)
- explain the structures of national governments in Latin America and the Caribbean (GPS) (6SS_C2009-36)
- analyze different economic systems (GPS) (6SS_C2009-37)
- cite examples of how voluntary trade benefits buyers and sellers in Latin America, the Caribbean, and Canada (GPS) (6SS_C2009-38)
- analyze factors that influence economic growth and examine their presence or absence in Latin America (GPS) (6SS_C2009-39)
- explain the impact of European contact on Latin America (GPS) (6SS_C2009-40)
- explain the development of Latin America and the Caribbean from European colonies to independent nations (GPS) (6SS_C2009-41)
- analyze important 20th century issues in Latin America and the Caribbean (GPS) (6SS_C2009-42)

D - Canada

- locate selected features of Canada (GPS) (6SS_D2009-43)
- analyze the impact of location, climate, distribution of natural resources, and population distribution on Canada (GPS) (6SS_D2009-44)
- discuss environmental issues in Canada (GPS) (6SS_D2009-45)
- explain the structure of the national government of Canada (GPS) (6SS_D2009-46)
- explain the impact of European contact on Canada (GPS) (6SS_D2009-47)
- analyze important contemporary issues in Canada (GPS) (6SS_D2009-48)

E - Europe

- locate selected features of Europe (GPS) (6SS_E2009-49)
- explain environmental issues in Europe (GPS) (6SS_E2009-50)
- explain the impact of location, climate, natural resources, and population distribution on Europe (GPS) (6SS_E2009-51)
- examine the cultural characteristics of Europe (GPS) (6SS_E2009-52)
- explain the structure of modern European governments (GPS) (6SS_E2009-53)
- compare the basic types of economic systems found in the United Kingdom, Germany, and Russia (GPS) (6SS_E2009-54)
- analyze the benefits of and barriers to voluntary trade in Europe (GPS) (6SS_E2009-55)
- examine factors that influence economic growth and examine their presence or absence in Europe (GPS) (6SS_E2009-56)
- analyze the impact of European exploration and colonization on various world regions (GPS) (6SS_E2009-57)
- explain conflict and change in Europe to the 21st century (GPS) (6SS_E2009-58)

F - Australia

- locate selected features of Australia (GPS) (6SS_F2009-59)
- explain the impact of location, climate, distribution of natural resources, and population distribution on Australia (GPS) (6SS_F2009-60)
- examine the cultural characteristics of people who live in Australia (GPS) (6SS_F2009-61)
- explain the structure of the national government of Australia (GPS) (6SS_F2009-62)
- describe the economic system used in Australia (GPS) (6SS_F2009-63)
- examine how voluntary trade benefits buyers and sellers in Australia (GPS) (6SS_F2009-64)
- analyze factors that influence economic growth and examine their presence or absence in Australia (GPS) (6SS_F2009-65)
- examine the culture and development of Australia prior to contact with Europeans (GPS) (6SS_F2009-66)
- explain the impact European exploration and colonization had on Australia (GPS) (6SS_F2009-67)



Gwinnett County Public Schools

437 Old Peachtree Road, NW

Suwanee, GA 30024-2978

678-301-6000

www.gwinnett.k12.ga.us