



AKS

ACADEMIC KNOWLEDGE AND SKILLS
GWINNETT COUNTY PUBLIC SCHOOLS

1ST GRADE 2012-13 COMPLETE AKS

Gwinnett's curriculum for grades K-12 is called the Academic Knowledge and Skills (AKS) and is aligned to the state-adopted Common Core Georgia Performance Standards (CCGPS) in Language Arts and Mathematics for elementary school students. Gwinnett's AKS is a rigorous curriculum that prepares students for college and 21st century careers in a globally competitive future. The AKS for each grade level spell out the essential things students are expected to know and be able to do in that grade or subject. The AKS offer a solid base on which teachers build rich learning experiences. Teachers use curriculum guides, textbooks, technology, and other materials to teach the AKS and to make sure every student is learning to his or her potential.

The Academic Knowledge and Skills (AKS) were developed by our teachers, with input from our parents and community, in response to Gwinnett County Public Schools' mission statement:

The mission of Gwinnett County Public Schools is to pursue excellence in academic knowledge, skills, and behavior for each student resulting in measured improvement against local, national, and world-class standards.

In this booklet, you will find a complete list of the AKS for 1st grade. We encourage you to talk to your child about what he or she is learning.

WELCOME TO 1ST GRADE!



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— such as the state-required Iowa Tests of Basic Skills (ITBS) for grades 3 and 5— ensures that GCPS elementary students are well-prepared for this national measurement of achievement. GCPS’ rigorous AKS curriculum also aligns with the state curriculum— the Common Core Georgia Performance Standards (CCGPS) in Language Arts and Mathematics and the Georgia Performance Standards (GPS) in other content areas. 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 in grades 3–8.

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.

About Testing for 1st Grade

All 1st grade students participate in the Cognitive Abilities Test (CogAT) assessment in the fall. CogAT is a series of tests that provide information related to the development of general and specific learning skills of students. These skills are important for learning and problem-solving, both in and out of school. This test gives teachers details on how students learn so that teachers can develop appropriate learning objectives for each child.

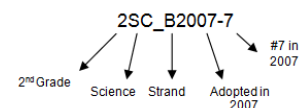
About Promotion to 2nd Grade

A child enrolled in 1st grade must successfully master the current grade-level AKS in order to earn promotion to the next grade level.* Readiness for the 2nd grade will be determined by the child’s classroom grades and/or input from the school’s Student Support Team (SST).

* Note: A special education student’s promotion is determined by his or her Individualized Education Program (IEP). Promotion for a student with Limited English Proficiency (LEP) is determined by his or her AKS Intervention and Modification Plan, or by recommendation of the English Language Learner (ELL)/Test Participation Committee.

Notes about this Booklet

- Correlations to the following state-required curriculum standards/objectives and elementary school assessments are indicated for respective Academic Knowledge and Skills: Common Core Georgia Performance Standards (CCGPS), Georgia Performance Standards (GPS), 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.
- AKS booklets are available for other grade levels (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. In addition, a comprehensive book includes the AKS for all elementary grade levels as well as the AKS in core subjects for 6th grade. 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. (See the example to the right.)



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

Parent Involvement



Research shows that when parents are involved in their children's education at home, their children do better in school. When parents are involved at school, their children's achievement excels and the schools they attend become even stronger.

Be There is a national movement that inspires parents to become more involved in their child's education and their public schools. Teachable moments are everywhere. You can be your child's favorite teacher by connecting in meaningful ways as you go through the ordinary routines of the day... driving in the car, preparing a meal, shopping, or doing chores. Below and in your child's AKS brochure, you will find tips for helping your child have a successful 1st grade experience. Look for more helpful tipsheets and other resources on the school system website and your local school website.

Suggestions for Helping Your Child Achieve Academically

The school system encourages parents to be an active part of their child's education. The following are just a few ways you can be involved:

- Review the AKS for your child's grade. You also can access the AKS on the system's website (www.gwinnett.k12.ga.us).
- Ask to see your child's work.
- Support your child and communicate that his or her academic success is important to you.
- Read and write with your child often. Remind students to edit the entire sentence and paragraph when they write and to use complete sentences with appropriate grammar and spelling.
- In their assignments, ask children to show their work, making sure they answer the question asked, not just provide information that may or may not be relevant.
- Participate in parent-teacher conferences.
- Share these Keys to School Success with your child:
 - ➔ **Be prepared** each day. Have the needed materials and assignments for each class.
 - ➔ **Stay organized.** Keep your desk, notebooks, book bag, and home study area neatly arranged.
 - ➔ **Use an agenda book or calendar** to keep track of assignments and due dates. Check it every day.
 - ➔ **Give your best effort** to both homework and in-class assignments. Complete assignments and turn them in on time.
 - ➔ **Review your work** from each class every evening, even if you don't have a homework assignment due the next day.
 - ➔ **Study** for every test and quiz.
 - ➔ **Ask your teacher questions** if you do not understand a lesson or an assignment.
 - ➔ **Get involved** in at least one extracurricular activity.

Language Arts

A - Reading: Literature

- ask and answer questions about key details in a text (CCGPS) (1LA_A2012-1/ELACC1RL1)
- retell stories, including key details, and demonstrate understanding of their central message or lesson (CCGPS) (1LA_A2012-2/ELACC1RL2)
- describe characters, settings, and major events in a story, using key details (CCGPS) (1LA_A2012-3/ELACC1RL3)
- identify words and phrases in stories or poems that suggest feelings or appeal to the senses (CCGPS) (1LA_A2012-4/ELACC1RL4)
- explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types (CCGPS) (1LA_A2012-5/ELACC1RL5)
- identify who is telling the story at various points in a text (CCGPS) (1LA_A2012-6/ELACC1RL6)
- use illustrations and details in a story to describe its characters, setting, or events; make predictions based on prior knowledge (CCGPS) (1LA_A2012-7/ELACC1RL7)
- compare and contrast the adventures and experiences of characters in stories (CCGPS) (1LA_A2012-8/ELACC1RL9)
- read prose and poetry of appropriate complexity for grade 1, with prompting and support (CCGPS) (1LA_A2012-9/ELACC1RL10)

B - Reading: Informational Text

- ask and answer questions about key details in a text (CCGPS) (1LA_B2012-10/ELACC1RI1)
- identify the main topic and retell key details of a text (CCGPS) (1LA_B2012-11/ELACC1RI2)
- describe the connection between two individuals, events, ideas, or pieces of information in a text (e.g., biographies) (CCGPS) (1LA_B2012-12/ELACC1RI3)
- ask and answer questions to help determine or clarify the meaning of words and phrases in a text (CCGPS) (1LA_B2012-13/ELACC1RI4)
- know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text (CCGPS) (1LA_B2012-14/ELACC1RI5)
- distinguish between information provided by pictures or other illustrations and information provided by the words in a text (CCGPS) (1LA_B2012-15/ELACC1RI6)
- use illustrations and details in a text to describe its key ideas (CCGPS) (1LA_B2012-16/ELACC1RI7)
- identify the reasons an author gives to support points in a text (CCGPS) (1LA_B2012-17/ELACC1RI8)
- identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures) (CCGPS) (1LA_B2012-18/ELACC1RI9)
- read informational texts appropriately complex for grade 1, with prompting and support (CCGPS) (1LA_B2012-19/ELACC1RI10)

C - Reading: Foundational Skills

- demonstrate understanding of the organization and basic features of print (CCGPS) (1LA_C2012-20/ELACC1RF1)
- demonstrate understanding of spoken words, syllables, and sounds (phonemes) (CCGPS) (1LA_C2012-21/ELACC1RF2)
- know and apply grade-level phonics and word analysis skills in decoding words (CCGPS) (1LA_C2012-22/ELACC1RF3)
- read with sufficient accuracy and fluency to support comprehension (CCGPS) (1LA_C2012-23/ELACC1RF4)

D - Writing

- write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure (CCGPS) (1LA_D2012-24/ELACC1W1)
- write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure (CCGPS) (1LA_D2012-25/ELACC1W2)

D – Writing (*continued*)

- write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure (CCGPS) (1LA_D2012-26/ELACC1W3)
- focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, with guidance and support from adults (CCGPS) (1LA_D2012-27/ELACC1W5)
- use a variety of digital tools to produce and publish writing, including in collaboration with peers, with guidance and support from adults (CCGPS) (1LA_D2012-28/WLACC1W6)
- participate in shared research and writing projects (e.g., exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions) (CCGPS) (1LA_D2012-29/ELACC1W7)
- recall information from experiences or gather information from provided sources to answer a question, with guidance and support from adults (CCGPS) (1LA_D2012-30/ELACC1W8)

E - Speaking and Listening

- participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups (CCGPS) (1LA_E2012-31/ELACC1SL1)
- ask and answer questions about key details in a text read aloud or information presented orally or through other media (CCGPS) (1LA_E2012-32/ELACC1SL2)
- ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood (CCGPS) (1LA_E2012-33/ELACC1SL3)
- describe people, places, things, and events with relevant details, expressing ideas and feelings clearly (CCGPS) (1LA_E2012-34/ELACC1SL4)
- add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings (CCGPS) (1LA_E2012-35/ELACC1SL5)
- produce complete sentences when appropriate to task and situation (CCGPS) (1LA_E2012-36/ELACC1SL6)

F - Language

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCGPS) (1LA_F2012-37)
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CCGPS) (1LA_F2012-38/ELACC1L2)
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies (CCGPS) (1LA_F2012-39/ELACC1L4)
- demonstrate understanding of word relationships and nuances in word meanings, with guidance and support from adults (CCGPS) (1LA_F2012-40/ELACC1L5)
- use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because) (CCGPS) (1LA_F2012-41/ELACC1L6)

Mathematics

A - Operations and Algebraic Thinking

- use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem) (CCGPS) (1MA_A2012-1/MCC1.OA.1)
- solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem) (CCGPS) (1MA_A2012-2/MCC1.OA.2)

A - Operations and Algebraic Thinking (*continued*)

- explore and apply properties of operations as strategies to add and subtract [e.g., If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known (commutative property of addition). To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$ (associative property of addition)] (CCGPS) (1MA_A2012-3/MCC1.OA.3)
- model and explain subtraction as an unknown-addend problem (e.g., subtract $10 - 8$ by finding the number that makes 10 when added to 8) (CCGPS) (1MA_A2012-4/MCC1.OA.4)
- relate counting to addition and subtraction (CCGPS) (1MA_A2012-5/MCC1.OA.5)
- add and subtract within 20, demonstrating fluency for addition and subtraction within 10 (e.g., counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums) (CCGPS) (1MA_A2012-6/MCC1.OA.6)
- model and determine equivalence of equations including those involving addition and subtraction (CCGPS) (1MA_A2012-7/MCC1.OA.7)
- model and explain the meaning of the equal sign (CCGPS) (1MA_A2012-8/MCC1.OA.7)
- determine the unknown whole number in an addition or subtraction equation relating to three whole numbers by using symbols (e.g., determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$; $5 = ? - 3$; $6 + 6 = ?$) (CCGPS) (1MA_A2012-9/MCC1.OA.8)

B - Number and Operations in Base Ten

- count, read, write and order numerals within 120 regardless of beginning number (CCGPS) (1MA_B2012-10/MCC1.NBT.1)
- represent the number of objects in a set by a written numeral (CCGPS) (1MA_B2012-11/MCC1.NBT.1)
- model and explain that a two-digit number represents amounts of tens and ones (CCGPS) (1MA_B2012-12/MCC1.NBT.2)
- explain that 10 can be thought of as a bundle of ten ones called a “ten” (CCGPS) (1MA_B2012-13/MCC1.NBT.2_a)
- model the numbers 11 to 19 showing they are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones (CCGPS) (1MA_B2012-14/MCC1.NBT.2_b)
- explain that the numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 refer to one, two, three, four, five, six, seven, eight, or nine tens and 0 ones (CCGPS) (1MA_B2012-15/MCC1.NBT.2_c)
- compare two two-digit numbers using the terms/symbols to include greater than, less than, and equal to ($>$, $<$, $=$) (CCGPS) (1MA_B2012-16/MCC1.NBT.3)
- add numbers within 100 using concrete models, drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction (CCGPS) (1MA_B2012-17/MCC1.NBT.4)
- use concrete models to add two-digit numbers by adding tens to tens, ones to ones and explain why it is sometimes necessary to compose a ten (CCGPS) (1MA_B2012-18/MCC1.NBT.4)
- using mental math strategies identify one more than, one less than, 10 more than, or 10 less than a given two-digit number explaining strategy used (CCGPS) (1MA_B2012-19/MCC1.NBT.5)
- subtract multiples of 10 in the range 10 - 90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used (CCGPS) (1MA_B2012-20/MCC1.NBT.6)
- 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 (1MA_B2012-21)

C - Measurement and Data

- order the length of three objects; compare the lengths of two objects by using direct comparison or a third object (CCGPS) (1MA_C2012-22/MCC1.MD.1)
- estimate and measure an object using a non-standard unit smaller than the object being measured and express the length measured as a whole number of same-size units spanning the object without gaps or overlaps (CCGPS) (1MA_C2012-23/MCC1.MD.2)

C - Measurement and Data (*continued*)

- tell and write time to the nearest hour and half-hour using analog and digital clocks (CCGPS) (1MA_C2012-24/MCC1.MD.3)
- organize, represent, and interpret data with up to three categories using tables, tally charts, picture graphs, and bar graphs (CCGPS) (1MA_C2012-25/MCC1.MD.4)
- ask and answer questions about represented data by comparing data in each category and finding the total number of data points (CCGPS) (1MA_C2012-26/MCC1.MD.4)

D - Geometry

- distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes (CCGPS) (1MA_D2012-27/MCC1.G.1)
- compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape and to compose new shapes from the composite shape (CCGPS) (1MA_D2012-28/MCC1.G.2)
- describe the whole as two of two or four of four of the shares (CCGPS) (1MA_D2012-29/MCC1.G.3)
- partition circles and rectangles into equal shares of two or four describing shares as halves/half of, fourths/fourth of, and/or quarters/quarter of and explain how decomposing into more equal shares creates smaller shares (CCGPS) (1MA_D2012-30/MCC1.G.3)

TD - Geometry

- describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to (CCGPS) (1MA_TD2012-31/MCCK.G.1)

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 - Skills and Techniques/Performance

- sing, alone and with others, a varied repertoire of music (GPS) (1GM_A2011-1)
- perform on instruments, alone and with others, a varied repertoire of music (GPS) (1GM_A2011-2)
- read and notate music (GPS) (1GM_A2011-3)

B - Creative Expression and Communication

- improvise melodies, variations, and accompaniments (GPS) (1GM_B2011-4)
- compose and arrange music within specified guidelines (GPS) (1GM_B2011-5)

C - Critical Analysis/Investigation

- listen to, analyze, and describe music (GPS) (1GM_C2011-6)
- evaluate music and music performances (GPS) (1GM_C2011-7)

D - Cultural and Historical Context

- understand relationships between music, the other arts, and disciplines outside the arts (GPS) (1GM_D2011-8)
- understand music in relation to history and culture (GPS) (1GM_D2011-9)
- move, alone and with others, to a varied repertoire of music (GPS) (1GM_D2011-10)

Health

A - First Aid

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

B - Safety

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

C - Personal Care

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

D - Disease Prevention

- list ways to prevent germs from spreading (GPS) (1HE_D2009-4)

E - Tobacco, Alcohol, and Other Drugs

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

F - Nutrition

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

G - Emotional Expression/Mental Health

- describe ways to handle disagreements without fighting (GPS) (1HE_G2009-8)

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) (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) (1PE_D2009-12)
- value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (GPS) (1PE_D2010-1)

Visual Arts

A - Meaning and Idea/Creative Thinking

- engage in the creative process to generate and visualize ideas (GPS) (1VA_A2011-1)
- formulate personal responses to art (GPS) (1VA_A2011-2)
- select and use subject matter, symbols, and/or ideas to communicate meaning (GPS) (1VA_A2011-3)

B - Contextual Understanding

- identify artists as creative thinkers who create art and communicate ideas (GPS) (1VA_B2011-4)
- view and discuss selected artworks (GPS) (1VA_B2011-5)

C - Production

- create artworks based on personal experiences and selected themes (GPS) (1VA_C2011-6)
- create artworks emphasizing one or more elements of art (e.g., color, line, shape, form, value, space, and texture) and principles of design (rhythm, balance, repetition, emphasis, proportion, harmony, unity, contrast, variety) (GPS) (1VA_C2011-7)
- understand and apply media, techniques, and methods of two-dimensional art processes (drawing, painting, print-making, mixed-media) using tools and materials in a safe and appropriate manner to develop skills (GPS) (1VA_C2011-8)
- understand and apply media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills (GPS) (1VA_C2011-9)
- participate in appropriate exhibition(s) of artworks (GPS) (1VA_C2011-10)

D - Assessment and Reflection

- discuss own artwork and the artwork of others (GPS) (1VA_D2011-11)
- utilize a variety of approaches to understand and critique works of art (GPS) (1VA_D2011-12)

E - Connections

- apply information from other disciplines to enhance the understanding and production of artworks (GPS) (1VA_E2011-13)
- develop life skills through the study and production of art (GPS) (1VA_E2011-14)

Fry Words by Spelling Stages

The spelling stages begin with Stage 1 and continue through Stage 5. Stage 1 is not a list of words, but is a learning process that requires students to become proficient in phoneme awareness— the ability to hear sounds in words. Once students have developed this awareness, they begin to match sounds with letters to spell words, which is the beginning of Stage 2. Stages do not represent specific grade levels but instead the developmental stages of spelling.

Irregularly Spelled Words		
eye	gone	they
give	great	though
very	have	thought
a	here	to
add	I	touch
again	key	two
against	laughed	want
any	length	war
are	live	warm
been	love	was
blood	many	wear
bought	move	were
break	of	what
brought	off	where
build	oh	who
built	on	whose
buy	once	shall
come	one	you
do	poem	young
does	said	your
done	seven	half
else	some	
four	son	
from	their	
front	them	
full	there	

Fry Words by Spelling Stage					
Stage 2					
act	did	has	lot	ship	then
all	dog	hat	man	shop	thin
am	dress	held	map	sing	thing
an	drop	help	men	sit	think
and	end	hill	milk	six	this
as	fact	him	miss	skin	thus
at	fall	his	much	small	top
bad	fast	hit	must	smell	trip
ball	fell	hot	next	soft	up
bank	felt	if	not	song	us
bed	fig	in	past	spell	wall
bell	fish	is	plan	spot	well
best	fit	it	plant	stand	went
big	flat	let	put	step	west
bill	fresh	job	ran	still	when
bit	fun	just	red	stop	which
box	gas	kept	rest	such	will
bring	get	king	rich	sum	win
but	glass	land	ring	sun	wind
call	God	last	run	swim	wish
can	got	led	sand	tall	with
cat	grass	left	sat	tell	yet
class	guess	less	sell	ten	yes
cost	gun	list	send	test	
cross	had	long	sent	than	
cut	hand	lost	set	that	

Fry Words by Spelling Stage												
Stage 3												
age	came	crowd	fight	group	knew	mean	paint	room	show	stood	train	won't
air	can't	dance	filled	grow	know	meat	pair	root	shown	store	tree	wood
art	care	dark	find	hair	known	meet	park	rope	side	straight	truck	word
ask	case	day	fine	feel	lake	might	part	rose	sight	strange	true	work
back	catch	dead	first	hard	large	mind	pay	round	sign	stream	try	world
base	caught	deal	five	he	law	mine	per	row	since	street	tube	would
be	cause	death	floor	head	lay	moon	phrase	rule	sir	string	turn	wouldn't
bear	chance	deep	flow	heard	lead	more	picked	safe	size	strong	type	write
beat	change	didn't	fly	heart	learn	most	piece	sail	sky	sure	use	wrong
black	chart	died	food	heat	least	mouth	place	same	sleep	tail	verb	wrote
block	check	doesn't	foot	her	leave	my	plane	save	smiled	take	view	yard
blow	chief	door	for	high	let's	name	play	saw	snow	talk	voice	year
blue	child	down	force	hold	lie	need	please	say	so	team	wait	you're
board	choose	draw	form	hole	life	new	point	scale	soil	the	walk	face
boat	church	drive	found	home	lifted	night	pole	school	soon	these	wash	late
book	clean	dry	France	hope	light	no	poor	score	sound	thick	wasn't	
born	clear	each	free	horse	like	nor	printed	sea	south	third	watch	
boy	climbed	earth	French	house	line	north	pulled	seat	space	those	way	
bright	close	east	fruit	how	look	nose	pushed	see	speak	three	we	
brown	cloud	eat	game	huge	loud	note	quite	seem	speed	through	week	
by	coast	edge	gave	ice	low	noun	race	seen	spread	tied	weight	
both	cold	eight	girl	I'll	made	now	rain	serve	spring	time	we'll	
car	cook	fair	go	isn't	main	oil	read	real	square	told	white	
don't	cool	far	gold	it's	make	old	ride	shape	start	tone	whole	
fire	corn	farm	good	joined	march	or	right	sharp	state	too	why	
hear	could	fear	Greek	jumped	mark	our	rise	she	stay	took	wide	
mile	couldn't	feet	green	keep	match	out	road	short	steel	town	wife	
near	count	few	grew	killed	may	own	rock	should	stick	track	wild	
while	cried	field	ground	kind	me	page	rolled	shouted	stone	trade	wire	

Fry Words by Spelling Stage

Stage 4

above	anything	branches	cotton	entered	flowers	itself	morning	picture	seeds	symbols	weather
along	appear	British	country	entire	follow	Japanese	mother	plains	settled	system	western
another	apple	broken	course	equal	forest	lady	music	planets	several	table	wheels
carry	area	brother	covered	especially	forward	language	never	plural	shoes	teacher	whether
children	arms	building	cows	Europe	friends	later	northern	possible	shoulder	themselves	window
idea	army	burning	create	even	garden	legs	nothing	pounds	similar	thousands	wings
able	around	business	crops	evening	general	letter	notice	power	simple	tiny	winter
about	arrived	cannot	decided	ever	happened	doctor	number	practice	single	today	within
across	away	carefully	decimal	every	happy	level	object	prepared	sister	together	without
actually	baby	cattle	details	everyone	heavy	listen	observe	pretty	slowly	tools	woman
afraid	became	cells	developed	everything	himself	little	ocean	probably	soldiers	total	women
Africa	because	center	difficult	exactly	hours	machine	office	problem	someone	toward	wonder
after	become	cents	discovered	example	however	major	often	process	something	travel	workers
ago	before	circle	divided	except	human	material	only	quickly	sometimes	trouble	written
agreed	began	city	dollars	exciting	hundred	matter	open	radio	southern	uncle	yourself
ahead	begin	clothes	drawing	exercise	hunting	maybe	order	raised	special	under	
afternoon	behind	color	during	expect	inches	measure	other	rather	stars	underline	
almost	being	column	early	explain	increase	melody	outside	reached	story	until	
alone	believe	common	ears	yellow	Indian	members	over	ready	stretched	upon	
already	belong	company	easy	family	indicate	metal	oxygen		study	usually	
also	below	compare	eggs	famous	industry	method	paper	reason	subject	valley	
although	beside	complete	either	farmers	inside	middle	particular	received	suddenly	various	
always	better	compound	electric	father	instead	million	party	remain	suffix	village	
America	between	consider	energy	feeling	interest	modern	passed	repeated	sugar	visit	
among	birds	continued	engine	figure	interesting	molecules	pattern	return	summer	vowel	
amount	body	control	English	finally	into	moment	people	rhythm	surface	Washington	
angle	bones	copy	enjoy	fingers	iron	money	perhaps	river	surprise	water	
answer	bottom	corner	enough	finished	island	months	person	second	syllables	waves	

Fry Words by Spelling Stage

Stage 5

action	equation	produce	terms
addition	experience	products	triangle
adjective	experiment	property	understand
animal	express	provide	unit
beautiful	factories	question	value
capital	factors	quiet	
captain	fraction	record	
century	government	region	
certain	history	remember	
conditions	important	report	
consonant	include	represent	
contain	information	result	
correct	insects	science	
current	instruments	scientists	
describe	located	section	
desert	minutes	sense	
design	mountain	sentence	
determine	movement	separate	
dictionary	nation	silent	
difference	natural	solution	
different	necessary	solve	
direct	numeral	statement	
direction	opposite	students	
distance	paragraph	substances	
division	period	suggested	
effect	position	supply	
elements	present	suppose	
England	president	temperature	



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