



AKS

ACADEMIC KNOWLEDGE AND SKILLS
GWINNETT COUNTY PUBLIC SCHOOLS

8TH 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, Mathematics, and literacy skills in Science, Social Studies, and Technical Education for middle 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 8th grade. We encourage you to talk to your child about what he or she is learning. WELCOME TO 8TH 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 8th graders— ensures that GCPS middle school 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, Mathematics, and literacy standards in Science, Social Studies, and Technical Education; 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 8th Grade

All 8th grade students participate in the Cognitive Abilities Test (CogAT) assessment and the Iowa Tests of Basic Skills (ITBS) in the fall and the Criterion-Referenced Competency Tests (CRCT) in the spring. 8th graders also take the Georgia Grade 8 Writing Assessment in January.

- CogAT provides information related to skills that 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.
- The ITBS is a national, norm-referenced test that provides information on student achievement, based on common knowledge and skills. Norm-referenced tests allow scores to be compared to other students who took the same test following the same testing procedures. This test identifies strengths and weaknesses in basic skills so teachers can provide support.
- The CRCT measures what students should know and be able to do at the end of 8th grade, based on the state’s curriculum— the Common Core Georgia Performance Standards (CCGPS) in Language Arts and Mathematics, and the Georgia Performance Standards (GPS) in other content areas. (Gwinnett’s AKS curriculum includes and goes beyond the state’s curriculum.) 8th graders take the CRCT in Reading, English/Language Arts, Mathematics, Science, and Social Studies. Students are expected to meet or exceed grade-level expectations. The state requires students to pass the CRCT in Reading and Mathematics for promotion.
- The Writing Assessment evaluates the student’s response to an assigned topic from one of three types of writing— narrative, informational, or persuasive. The student’s score reflects his or her command of the topic and the English language. The scoring report indicates the student’s writing strengths and areas that need improvement.

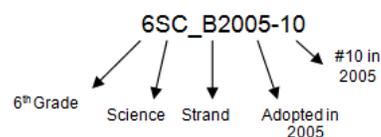
About Promotion to 9th Grade

The state requires that Georgia 8th graders score in the “Meets Standards” (Level 2) range or higher on the Reading and Mathematics subtests of the CRCT to earn promotion. In addition, GCPS students must earn a passing score on the Grade 8 Writing Assessment, which is a Gateway test in Gwinnett. A student enrolled in 8th grade also must pass four of five subjects for the school year, with Connections classes being averaged as one grade each semester. Language Arts and Mathematics must be two of the four subjects passed each semester. Should a student not earn promotion to 9th grade, he or she will have the opportunity to attend summer school and to take needed retests. A student who does not meet all promotion requirements after summer school and retests will not be promoted to 9th grade.

- * Note: A special education student’s promotion is determined by his or her Individualized Education Program (IEP). If a student learning English is not successful on the Reading and Mathematics CRCT subtests (a state promotion requirement), the student must take a retest for the failed subtest(s) during summer school. If the student does not pass the retest(s), a Student Support Team will determine the student’s placement for the next school year.

Notes about this Booklet

- Correlations to the following state-required curriculum standards/objectives and middle school assessments are indicated for respective Academic Knowledge and Skills: Common Core Georgia Performance Standards (CCGPS), 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.
- 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 middle grade levels as well as the AKS in core subjects for the 5th and 9th grades. 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 8th grade experience. Look for more helpful tipsheets and other resources on the school system web site 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. Following are 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

- cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (CCGPS) (8LA_A2012-1/ELACC8RL1)
- determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text (CCGPS) (8LA_A2012-2/ELACC8RL2)
- analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision (CCGPS) (8LA_A2012-3/ELACC8RL3)
- determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts (CCGPS) (8LA_A2012-4/ELACC8RL4)
- compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style (CCGPS) (8LA_A2012-5/ELACC8RL5)
- analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor (CCGPS) (8LA_A2012-6/ELACC8RL6)
- analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors (CCGPS) (8LA_A2012-7/ELACC8RL7)
- analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new (CCGPS) (8LA_A2012-8/ELACC8RL8)
- read and comprehend literature (e.g., stories, dramas, and poems, including texts by Georgia authors) at the high end of grades 6–8 text complexity band independently and proficiently, by the end of grade 8 (CCGPS) (8LA_A2012-9/ELACC8RL9)

B - Reading: Informational Text

- cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (CCGPS) (8LA_B2012-10/ELACC8RI1)
- determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text (CCGPS) (8LA_B2012-11/ELACC8RI2)
- analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) (CCGPS) (8LA_B2012-12/ELACC8RI3)
- determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts (CCGPS) (8LA_B2012-13/ELACC8RI4)
- analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept (CCGPS) (8LA_B2012-14/ELACC8RI5)
- determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints (CCGPS) (8LA_B2012-15/ELACC8RI6)
- evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea (CCGPS) (8LA_B2012-16/ELACC8RI7)
- delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced (CCGPS) (8LA_B2012-17/ELACC8RI8)
- analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation (CCGPS) (8LA_B2012-18/ELACC8RI9)
- read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently, by the end of grade 8 (CCGPS) (8LA_B2012-19/ELACC8RI10)

C - Writing

- write arguments to support claims with clear reasons and relevant evidence (CCGPS) (8LA_C2012-20/ELACC8W1)
- write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (CCGPS) (8LA_C2012-21/ELACC8W2)
- write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (CCGPS) (8LA_C2012-22/ELACC8W3)
- produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (CCGPS) (8LA_C2012-23/ELACC8W4)
- develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed (CCGPS) (8LA_C2012-24/ELACC8W5)
- use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others (CCGPS) (8LA_C2012-25/ELACC8W6)
- conduct short research projects to answer questions (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration (CCGPS) (8LA_C2012-26/ELACC8W7)
- gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (CCGPS) (8LA_C2012-27/ELACC8W8)
- draw evidence from literary or informational texts to support analysis, reflection, and research (CCGPS) (8LA_C2012-28/ELACC8W9)
- write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (CCGPS) (8LA_C2012-29/ELACC8W10)

D - Speaking and Listening

- engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly (CCGPS) (8LA_D2012-30/ELACC8SL1)
- analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation (CCGPS) (8LA_D2012-31/ELACC8SL2)
- delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced (CCGPS) (8LA_D2012-32/ELACC8SL3)
- present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation (CCGPS) (8LA_D2012-33/ELACC8SL4)
- integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest (CCGPS) (8LA_D2012-34/ELACC8SL5)
- adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (CCGPS) (8LA_D2012-35/ELACC8SL6)

E - Language

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCGPS) (8LA_E2012-36/ELACC8L1)
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CCGPS) (8LA_E2012-37/ELACC8L2)
- use knowledge of language and its conventions when writing, speaking, reading, or listening (CCGPS) (8LA_E2012-38/ELACC8L3)

E – Language (*continued*)

- determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies (CCGPS) (8LA_E2012-39/ELACC8L4)
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings (CCGPS) (8LA_E2012-40/ELACC8L5)
- acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression (CCGPS) (8LA_E2012-41/ELACC8L6)

Introduction to Algebra and Geometry

A - The Number System

- distinguish between rational and irrational numbers, such that rational numbers are those with decimal expansions that terminate in zeros or eventually repeat, and that all other numbers are called irrational (CCGPS) (8MA_A2012-1/MCC8.NS.1)
- recognize square roots as points and as lengths on a number line in order to compare the size of irrational numbers (CCGPS) (8MA_A2012-2/MCC8.NS.2)

B - Expressions and Equations

- apply and know the properties of integer exponents to generate equivalent numerical expressions (CCGPS) (8MA_B2012-3/MCC8.EE.1)
- calculate small square roots of perfect squares and cube roots of small perfect cubes (know that radical 2 is irrational) (CCGPS) (8MA_B2012-4/MCC8.EE.2)
- express and use numbers in scientific notation to estimate very large or very small numbers (CCGPS) (8MA_B2012-5/MCC8.EE.3)
- compare numbers in scientific notation and determine how many times greater one value is than the other (CCGPS) (8MA_B2012-6/MCC8.EE.3)
- perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used (CCGPS) (8MA_B2012-7/MCC8.EE.4)
- interpret and use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (CCGPS) (8MA_B2012-8/MCC8.EE.4)
- graph proportional relationships, interpreting the unit rate as the slope of the graph (CCGPS) (8MA_B2012-9/MCC8.EE.5)
- compare two different proportional relationships represented as verbal, tabular, graphic, and algebraic representations of functions (CCGPS) (8MA_B2012-10/MCC8.EE.5)
- determine the meaning of slope by using similar right triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane (CCGPS) (8MA_B2012-11/MCC8.EE.6)
- derive and graph linear equations in slope intercept form $y = mx + b$ (CCGPS) (8MA_B2012-12/MCC8.EE.6)
- solve linear equations both algebraically and graphically, including examples of linear equations in one variable with one solution, infinitely many solutions or no solutions [e.g., equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers)] (CCGPS) (8MA_B2012-13/MCC8.EE.7/MCC8.EE.7_a)
- solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and combining like terms (CCGPS) (8MA_B2012-14/MCC8.EE.7_b)
- solve systems of equations algebraically and estimate solutions by graphing the equations (CCGPS) (8MA_B2012-15/MCC8.EE.8)
- correspond points of intersection of graphs to solutions to a system of two linear equations in two variables because points of intersection satisfy both equations simultaneously (CCGPS) (8MA_B2012-16/MCC8.EE.8_a)

B - Expressions and Equations (*continued*)

- solve systems of two linear equations in two variables algebraically and estimate solutions by graphing the equations; solve simple cases by inspection (CCGPS) (8MA_B2012-17/MCC8.EE.8_b)
- solve real-world mathematical problems leading to two linear equations in two variables (CCGPS) (8MA_B2012-18/MCC8.EE.8_c)

C - Functions

- describe and identify a function as a correspondence between inputs and outputs where each input has exactly one output (CCGPS) (8MA_C2012-19/MCC8.F.1)
- describe functions in a variety of representations, including the graph of a function that is the set of ordered pairs consisting of an input and the corresponding output (CCGPS) (8MA_C2012-20/MCC8.F.1)
- compare properties of two functions each represented among verbal, tabular, graphic and algebraic representations of functions (CCGPS) (8MA_C2012-21/MCC8.F.2)
- interpret the equation $y = mx + b$ as defining a linear function whose graph is a straight line; give examples of functions that are not linear (CCGPS) (8MA_C2012-22/MCC8.F.3)
- determine the equation of a line by constructing a function to model a relationship between two quantities (CCGPS) (8MA_C2012-23/MCC8.F.4)
- determine and interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values (CCGPS) (8MA_C2012-24/MCC8.F.4)
- create a graph that exhibits the qualitative features of the function that has been described verbally (e.g., where the function is increasing or decreasing, linear or nonlinear) (CCGPS) (8MA_C2012-25/MCC8.F.5)
- compare and contrast qualitatively between relations that are functions and by analyzing a graph (CCGPS) (8MA_C2012-26/MCC8.F.5)
- simplify, add, subtract, multiply, and divide radical expressions to include rationalizing denominators (8MA_C2012-27)

D - Geometry

- model and verify the properties of basic translations, dilations, rotations, reflections, and relate symmetry to appropriate transformations (lines are taken to lines, and line segments to line segments of the same length; angles are taken to angles of the same measure; parallel lines are taken to parallel lines) (CCGPS) (8MA_D2012-28/MCC8.G.1)
- recognize a two-dimensional figure as congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations (CCGPS) (8MA_D2012-29/MCC8.G.2)
- describe a sequence of transformations, that when given, proves congruences between two figures (CCGPS) (8MA_D2012-30/MCC8.G.2)
- determine the coordinates resulting from translations, dilations, rotations or reflections when given a figure in the coordinate plane (CCGPS) (8MA_D2012-31/MCC8.G.3)
- recognize that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations and dilations (CCGPS) (8MA_D2012-32/MCC8.G.4)
- describe a sequence of transformations, that when given, proves similarity between two figures (CCGPS) (8MA_D2012-33/MCC8.G.4)
- apply properties of angle pairs formed by parallel lines cut by a transversal (CCGPS) (8MA_D2012-34/MCC8.G.5)
- analyze and establish facts about the angle sum and exterior angle of triangles, and the angle-angle criterion for similarity of triangles (CCGPS) (8MA_D2012-35/MCC8.G.5)
- recognize and interpret the Pythagorean theorem, and its converse, as a statement about the areas of squares on the sides of a right triangle (CCGPS) (8MA_D2012-36/MCC8.G.6)
- apply properties of right triangles, including the Pythagorean theorem, in real-world and mathematical problems within two- and three-dimensional figures (CCGPS) (8MA_D2012-37/MCC8.G.7)
- explain and apply the distance formula as an application of the Pythagorean theorem (CCGPS) (8MA_D2012-38/MCC8.G.8)
- solve real-world and mathematical problems involving the volume of cylinders, cones and spheres (CCGPS) (8MA_D2012-39/MCC8.G.9)

E - Statistics and Probability

- gather data that can be modeled with a linear function to investigate patterns of association between two quantities (CCGPS) (8MA_E2012-40/MCC8.SP.1)
- construct and interpret scatter plots for bivariate measurements (CCGPS) (8MA_E2012-41/MCC8.SP.1)
- describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association (CCGPS) (8MA_E2012-42/MCC8.SP.1)
- estimate and determine the line of best fit from a scatter plot and informally assess the accuracy of the model by judging the closeness of the data points to the line (CCGPS) (8MA_E2012-43/MCC8.SP.2)
- apply the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting slope and intercept (CCGPS) (8MA_E2012-44/MCC8.SP.3)
- recognize that patterns of association can be seen in bivariate categorical data by displaying frequencies and relative frequencies in a table (CCGPS) (8MA_E2012-45/MCC8.SP.4)
- construct and interpret a table summarizing data on two categorical variables collected from the same subjects (CCGPS) (8MA_E2012-46/MCC8.SP.4)
- use relative frequencies calculated for rows or columns to describe possible association between the two variables (CCGPS) (8MA_E2012-47/MCC8.SP.4)

TB - Expressions and Equations

- use variables to represent quantities in a real-world or mathematical problem and construct simple equations and inequalities to solve problems by reasoning about the quantities (CCGPS) (8MA_TB2012-48/MCC7.EE.4)
- solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , r are specific rational numbers; graph the solution set of the inequality and interpret it in the context of the problem (CCGPS) (8MA_TB2012-49/MCC7.EE.4_b)

TD - Geometry

- write and solve equations for an unknown angle in a figure using facts about supplementary, complementary, vertical, and adjacent angles (CCGPS) (8MA_TD2012-50/MCC7.G.5)

TE - Statistics and Probability

- conduct trials/simulations and analyze the relationship between experimental and theoretical probability (CCGPS) (8MA_TE2012-51/MCC7.SP.7)
- compare probabilities from a model to observed frequencies and explain possible sources of discrepancy, if present (CCGPS) (8MA_TE2012-52/MCC7.SP.7)
- develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events (CCGPS) (8MA_TE2012-53/MCC7.SP.7_a)
- develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process (CCGPS) (8MA_TE2012-54/MCC7.SP.7_b)
- determine the probability of compound simple events (CCGPS) (8MA_TE2012-55/MCC7.SP.8)
- explain that a compound event is the fraction of outcomes in the sample space for which the compound event occurs (CCGPS) (8MA_TE2012-56/MCC7.SP.8_a)
- represent sample spaces using tree diagrams, lists, simulations, and tables to identify the outcomes in the sample space which compose the event; for an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event (CCGPS) (8MA_TE2012-57/MCC7.SP.8_b)
- design and use simulation to generate frequencies for compound events (CCGPS) (8MA_TE2012-58/MCC7.SP.8_c)

8th Grade Algebra I

A - The Number System

- distinguish between rational and irrational numbers, such that rational numbers are those with decimal expansions that terminate in zeros or eventually repeat, and that all other numbers are called irrational (CCGPS) (8MA1_A2012-1/MCC8.NS.1)
- recognize square roots as points and as lengths on a number line in order to compare the size of irrational numbers (CCGPS) (8MA1_A2012-2/MCC8.NS.2)

B - Expressions and Equations

- apply and know the properties of integer exponents to generate equivalent numerical expressions (CCGPS) (8MA1_B2012-3/MCC8.EE.1)
- calculate small square roots of perfect squares and cube roots of small perfect cubes (know that radical 2 is irrational) (CCGPS) (8MA1_B2012-4/MCC8.EE.2)
- express and use numbers in scientific notation to estimate very large or very small numbers (CCGPS) (8MA1_B2012-5/MCC8.EE.3)
- compare numbers in scientific notation and determine how many times greater one value is than the other (CCGPS) (8MA1_B2012-6/MCC8.EE.3)
- perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used (CCGPS) (8MA1_B2012-7/MCC8.EE.4)
- interpret and use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (CCGPS) (8MA1_B2012-8/MCC8.EE.4)
- graph proportional relationships, interpreting the unit rate as the slope of the graph (CCGPS) (8MA1_B2012-9/MCC8.EE.5)
- compare two different proportional relationships represented as verbal, tabular, graphic, and algebraic representations of functions (CCGPS) (8MA1_B2012-10/MCC8.EE.5)
- determine the meaning of slope by using similar right triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane (CCGPS) (8MA1_B2012-11/MCC8.EE.6)
- derive and graph linear equations in slope intercept form $y = mx + b$ (CCGPS) (8MA1_B2012-12/MCC8.EE.6)
- solve linear equations both algebraically and graphically, including examples of linear equations in one variable with one solution, infinitely many solutions or no solutions [(e.g., equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers)] (CCGPS) (8MA1_B2012-13/MCC8.EE.7/MCC8.EE.7_a)
- solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and combining like terms (CCGPS) (8MA1_B2012-14/MCC8.EE.7_b)
- solve systems of equations algebraically and estimate solutions by graphing the equations (CCGPS) (8MA1_B2012-15/MCC8.EE.8)
- correspond points of intersection of graphs to solutions to a system of two linear equations in two variables because points of intersection satisfy both equations simultaneously (CCGPS) (8MA1_B2012-16/MCC8.EE.8_a)
- solve systems of two linear equations in two variables algebraically and estimate solutions by graphing the equations; solve simple cases by inspection (CCGPS) (8MA1_B2012-17/MCC8.EE.8_b)
- solve real-world mathematical problems leading to two linear equations in two variables (CCGPS) (8MA1_B2012-18/MCC8.EE.8_c)
- rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations (Limit to formulas with a linear focus) (CCGPS) (8MA1_B2012-19/MCC9-12.CED.4)

C - Functions

- describe and identify a function as a correspondence between inputs and outputs where each input has exactly one output (CCGPS) (8MA1_C2012-20/MCC8.F.1)
- describe functions in a variety of representations, including the graph of a function that is the set of ordered pairs consisting of an input and the corresponding output (CCGPS) (8MA1_C2012-21/MCC8.F.1)

C – Functions (*continued*)

- compare properties of two functions each represented among verbal, tabular, graphic, and algebraic representations of functions (CCGPS) (8MA1_C2012-22/MCC8.F.2)
- interpret the equation $y = mx + b$ as defining a linear function whose graph is a straight line; give examples of functions that are not linear (CCGPS) (8MA1_C2012-23/MCC8.F.3)
- determine the equation of a line by constructing a function to model a relationship between two quantities (CCGPS) (8MA1_C2012-24/MCC8.F.4)
- determine and interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values (CCGPS) (8MA1_C2012-25/MCC8.F.4)
- create a graph that exhibits the qualitative features of the function that has been described verbally (e.g., where the function is increasing or decreasing, linear or nonlinear) (CCGPS) (8MA1_C2012-26/MCC8.F.5)
- compare and contrast qualitatively between relations that are functions and by analyzing a graph (CCGPS) (8MA1_C2012-27/MCC8.F.5)
- simplify, add, subtract, multiply, and divide radical expressions to include rationalizing denominators (CCGPS) (8MA1_C2012-28)
- understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range [(e.g., if f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x ; the graph of f is the graph of the equation $y = f(x)$). (Draw examples from linear and exponential functions.)] (CCGPS) (8MA1_C2012-29/MCC9-12.IF.1)
- evaluate functions for inputs in their domains using function notation and interpret statements that use function notation in terms of a context (Draw examples from linear and exponential functions) (CCGPS) (8MA1_C2012-30/MCC9-12.IF.2)
- calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval; estimate the rate of change from a graph (Focus on linear functions and intervals for exponential functions whose domain is a subset of the integers) (CCGPS) (8MA1_C2012-31/MCC9-12.IF.6)
- identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs; experiment with cases and illustrate an explanation of the effects on the graph using technology (include recognizing even and odd functions from their graphs and algebraic expressions for them; focus on vertical translations of graphs of linear and exponential functions; relate the vertical translation of a linear function to its y -intercept) (CCGPS) (8MA1_C2012-32/MCC9-12.BF.3)

D - Geometry

- model and verify the properties of basic translations, dilations, rotations, reflections, and relate symmetry to appropriate transformations (lines are taken to lines, and line segments to line segments of the same length; angles are taken to angles of the same measure; parallel lines are taken to parallel lines) (CCGPS) (8MA1_D2012-33/MCC8.G.1)
- recognize a two-dimensional figure as congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations (CCGPS) (8MA1_D2012-34/MCC8.G.2)
- describe a sequence of transformations, that when given, proves congruences between two figures (CCGPS) (8MA1_D2012-35/MCC8.G.2)
- determine the coordinates resulting from translations, dilations, rotations or reflections when given a figure in the coordinate plane (CCGPS) (8MA1_D2012-36/MCC8.G.3)
- compute perimeters of polygons and areas of triangles and rectangles using coordinates including the use of the distance formula (CCGPS) (8MA1_D2012-37/MCC9-12.GPE.7)
- recognize that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations and dilations (CCGPS) (8MA1_D2012-38/MCC8.G.4)
- describe a sequence of transformations, that when given, proves similarity between two figures (CCGPS) (8MA1_D2012-39/MCC8.G.4)
- apply properties of angle pairs formed by parallel lines cut by a transversal (CCGPS) (8MA1_D2012-40/MCC8.G.5)
- analyze and establish facts about the angle sum and exterior angle of triangles, and the angle-angle criterion for similarity of triangles (CCGPS) (8MA1_D2012-41/MCC8.G.5)

D – Geometry (*continued*)

- recognize and interpret the Pythagorean theorem, and its converse, as a statement about the areas of squares on the sides of a right triangle (CCGPS) (8MA1_D2012-42/MCC8.G.6)
- apply properties of right triangles, including the Pythagorean theorem, in real-world and mathematical problems within two- and three-dimensional figures (CCGPS) (8MA1_D2012-43/MCC8.G.7)
- explain and apply the distance formula as an application of the Pythagorean theorem (CCGPS) (8MA1_D2012-44/MCC8.G.8)
- solve real-world and mathematical problems involving the volume of cylinders, cones and spheres (CCGPS) (8MA1_D2012-45/MCC8.G.9)

E - Statistics and Probability

- gather data that can be modeled with a linear function to investigate patterns of association between two quantities (CCGPS) (8MA1_E2012-46/MCC8.SP.1)
- construct and interpret scatter plots for bivariate measurements (CCGPS) (8MA1_E2012-47/MCC8.SP.1)
- describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association (CCGPS) (8MA1_E2012-48/MCC8.SP.1)
- estimate and determine the line of best fit from a scatter plot and informally assess the accuracy of the model by judging the closeness of the data points to the line (CCGPS) (8MA1_E2012-49/MCC8.SP.2)
- apply the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting slope and intercept (CCGPS) (8MA1_E2012-50/MCC8.SP.3)
- recognize that patterns of association can be seen in bivariate categorical data by displaying frequencies and relative frequencies in a table (CCGPS) (8MA1_E2012-51/MCC8.SP.4)
- construct and interpret a table summarizing data on two categorical variables collected from the same subjects (CCGPS) (8MA1_E2012-52/MCC8.SP.4)
- describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association (CCGPS) (8MA1_E2012-53/MCC8.SP.1)
- estimate and determine the line of best fit from a scatter plot and informally assess the accuracy of the model by judging the closeness of the data points to the line (CCGPS) (8MA1_E2012-54/MCC8.SP.2)
- apply the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting slope and intercept (CCGPS) (8MA1_E2012-55/MCC8.SP.3)
- recognize that patterns of association can be seen in bivariate categorical data by displaying frequencies and relative frequencies in a table (CCGPS) (8MA1_E2012-56/MCC8.SP.4)
- construct and interpret a table summarizing data on two categorical variables collected from the same subjects (CCGPS) (8MA1_E2012-57/MCC8.SP.4)
- use relative frequencies calculated for rows or columns to describe possible association between the two variables (CCGPS) (8MA1_E2012-58/MCC8.SP.4)

TB - Expressions and Equations

- use variables to represent quantities in a real-world or mathematical problem and construct simple equations and inequalities to solve problems by reasoning about the quantities (CCGPS) (8MA1_TB2012-59/MCC7.EE.4)
- solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , r are specific rational numbers; graph the solution set of the inequality and interpret it in the context of the problem (CCGPS) (8MA1_TB2012-60/MCC7.EE.4_b)

TD - Geometry

- write and solve equations for an unknown angle in a figure using facts about supplementary, complementary, vertical, and adjacent angles (CCGPS) (8MA1_TD2012-61/MCC7.G.5)

TE - Statistics and Probability

- conduct trials/simulations and analyze the relationship between experimental and theoretical probability (CCGPS) (8MA1_TE2012-62/MCC7.SP.7)
- compare probabilities from a model to observed frequencies and explain possible sources of discrepancy, if present (CCGPS) (8MA1_TE2012-63/MCC7.SP.7)
- develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events (CCGPS) (8MA1_TE2012-64/MCC7.SP.7_a)
- develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process (CCGPS) (8MA1_TE2012-65/MCC7.SP.7_b)
- determine the probability of compound simple events (CCGPS) (8MA1_TE2012-66/MCC7.SP.8)
- explain that a compound event is the fraction of outcomes in the sample space for which the compound event occurs (CCGPS) (8MA1_TE2012-67/MCC7.SP.8_a)
- represent sample spaces using tree diagrams, lists, simulations, and tables to identify the outcomes in the sample space which compose the event; for an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event (CCGPS) (8MA1_TE2012-68/MCC7.SP.8_b)
- design and use simulation to generate frequencies for compound events (CCGPS) (8MA1_TE2012-69/MCC7.SP.8_c)

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) (8SC_A2007-1)
- identify questions and problems that can be answered and solved through scientific inquiry (GPS) (8SC_A2007-2)
- design and conduct investigations using the scientific method (GPS) (8SC_A2007-3)
- apply standard safety practices for all classroom laboratory and field investigations (GPS) (8SC_A2007-4)
- use appropriate scientific tools, techniques, and technologies to gather, analyze, and interpret data (GPS) (8SC_A2007-5)
- apply computation and estimation skills necessary for analyzing data and developing conclusions (GPS) (8SC_A2007-6)
- think critically and logically about relationships between evidence and explanations (GPS) (8SC_A2007-7)
- communicate scientific ideas clearly (GPS) (8SC_A2007-8)
- read scientific materials to establish context for subject matter, develop vocabulary, and to be aware of current research (GPS) (8SC_A2007-9)
- analyze the importance of understanding systems, models, and scales when exploring scientific and technological matters (GPS) (8SC_A2007-10)

B - Matter

- examine the scientific view of the nature of matter (GPS) (8SC_B2007-11)
- investigate the arrangement of the Periodic Table (GPS) (8SC_B2007-12)

C - Energy

- examine various forms and transformations of energy (GPS) (8SC_C2007-13)

D - Force and Motion

- investigate the relationship between force, mass, and the motion of objects (GPS) (8SC_D2007-14)
- examine the mechanisms of simple machines and the effect they have on work (GPS) (8SC_D2007-15)

E - Gravity

- examine the factors that determine gravity and the effects that gravity has on all matter in the universe (GPS) (8SC_E2007-16)

F - Waves

- investigate the properties of waves (GPS) (8SC_F2007-17)
- examine and explain how the behavior of light waves is manipulated causing reflection, refraction, diffraction, and absorption (GPS) (8SC_F2007-18)
- explore the wave nature of sound (GPS) (8SC_F2007-19)

G - Electricity and Magnetism

- investigate the characteristics and interactions of electricity and magnetism that classify them as major forces acting in nature (GPS) (8SC_G2007-20)
- analyze the properties of magnets and magnetic fields (GPS) (8SC_G2007-21)

Social Studies

A - Map and Globe Skills

- use cardinal directions (GPS) (8SS_A2007-1)
- use intermediate directions (GPS) (8SS_A2007-2)
- use a letter/number grid system to determine location (GPS) (8SS_A2007-3)
- compare and contrast the categories of natural, cultural, and political features found on maps (GPS) (8SS_A2007-4)
- use customary and metric map scales to determine distance on a map (GPS) (8SS_A2007-5)
- use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps (GPS) (8SS_A2007-6)
- use a map to explain impact of geography on historical and current events (GPS) (8SS_A2007-7)
- draw conclusions and make generalizations based on information from maps (GPS) (8SS_A2007-8)
- use latitude and longitude to determine location (GPS) (8SS_A2007-9)
- use graphic scales to determine distances on a map (GPS) (8SS_A2007-10)
- 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) (8SS_A2007-11)
- compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations (GPS) (8SS_A2007-12)

B - Information Processing Skills

- compare similarities and differences (GPS) (8SS_B2007-13)
- organize items chronologically (GPS) (8SS_B2007-14)
- identify issues and/or problems and alternative solutions (GPS) (8SS_B2007-15)
- distinguish between fact and opinion (GPS) (8SS_B2007-16)
- identify main idea, detail, sequence of events, and cause and effect in a social studies context (GPS) (8SS_B2007-17)
- identify and use primary and secondary sources (GPS) (8SS_B2007-18)
- interpret timelines (GPS) (8SS_B2007-19)
- identify social studies reference resources to use for a specific purpose (GPS) (8SS_B2007-20)
- construct charts and tables (GPS) (8SS_B2007-21)
- analyze artifacts (GPS) (8SS_B2007-22)
- draw conclusions and make generalizations (GPS) (8SS_B2007-23)
- analyze graphs and diagrams (GPS) (8SS_B2007-24)
- translate dates into centuries, eras, or ages (GPS) (8SS_B2007-25)

B - Information Processing Skills (continued)

- formulate appropriate research questions (GPS) (8SS_B2007-26)
- determine adequacy and/or relevancy of information (GPS) (8SS_B2007-27)
- check for consistency of information (GPS) (8SS_B2007-28)
- interpret political cartoons (GPS) (8SS_B2007-29)

C - Geographic Understanding

- describe Georgia with regard to physical features and location (GPS) (8SS_C2007-30)
- explain how the interstate highway system, Hartsfield-Jackson International Airport, Georgia's deepwater ports, and the railroads help drive the state's economy (GPS) (8SS_C2007-31)

D - Native American Cultures and Exploration

- evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia (GPS) (8SS_D2007-32)
- analyze the colonial period of Georgia's history (GPS) (8SS_D2007-33)
- analyze the role of Georgia in the American Revolution (GPS) (8SS_D2007-34)
- describe the impact of events that led to the ratification of the United States Constitution and the Bill of Rights (GPS) (8SS_D2007-35)

E - Georgia's Growth and Expansion

- explain significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840 (GPS) (8SS_E2007-36)

F - Antebellum, Civil War and Reconstruction

- analyze the impact of the Civil War and Reconstruction on Georgia (GPS) (8SS_F2007-37)

G - New South

- evaluate key political, social, and economic changes which occurred in Georgia between 1877 and 1918 (GPS) (8SS_G2007-38)
- analyze the important events of World War I, the Twenties, and the Great Depression and their impact on Georgia (GPS) (8SS_G2007-39)

H - World War II

- describe the impact of World War II on Georgia's development economically, socially, and politically (GPS) (8SS_H2007-40)

I - Post World War II

- evaluate key post-World War II developments of Georgia from 1945 to 1970 (GPS) (8SS_I2007-41)

J - Civil Rights Movement

- evaluate the role of Georgia in the modern civil rights movement (GPS) (8SS_J2007-42)

K - Modern Georgia

- explain the importance of significant social, economic, and political developments in Georgia since 1970 (GPS) (8SS_K2007-43)

L - Civic Understandings

- describe the role of citizen's under Georgia's Constitution (GPS) (8SS_L2007-44)
- analyze the role of the legislative branch in Georgia state government (GPS) (8SS_L2007-45)
- analyze the role of the executive branch in Georgia state government (GPS) (8SS_L2007-46)
- analyze the role of the judicial branch in Georgia state government (GPS) (8SS_L2007-47)
- analyze the role of local governments in the state of Georgia (GPS) (8SS_L2007-48)

M - Economic Understanding

- give examples of the kinds of goods and services produced in Georgia in different historical periods (GPS) (8SS_M2007-49)
- explain the benefits of free trade (GPS) (8SS_M2007-50)
- evaluate the influence of Georgia's economic growth and development (GPS) (8SS_M2007-51)
- identify revenue sources and services provided by state and local governments (GPS) (8SS_M2007-52)
- explain personal money management choices to include income, spending, credit, saving, and investing (GPS) (8SS_M2007-53)

Advanced Band

A - Skills and Techniques/Performance

- sing, alone and with others, a varied repertoire of music (GPS) (8BA_A2011-1)
- perform on instruments, alone and with others, a varied repertoire of music (GPS) (8BA_A2011-2)
- read and notate music (GPS) (8BA_A2011-3)

B - Creation

- improvise melodies, variations, and accompaniments (GPS) (8BA_B2011-4)
- compose and arrange music within specified guidelines (GPS) (8BA_B2011-5)

C - Critical Analysis/Investigation

- listen to, analyze, and describe music (GPS) (8BA_C2011-6)
- evaluate music and music performances (GPS) (8BA_C2011-7)

D - Cultural and Historical Context

- understand relationships between music, the other arts, and disciplines outside the arts (GPS) (8BA_D2011-8)
- connect the relationship of music to history and culture (GPS) (8BA_D2011-9)

Business and Computer Science

A - Keyboarding Skills

- build and expand proficiency in keyboarding (GPS) (8CS_A2009-1)

B - 21st Century Skills

- use various computer applications to demonstrate effective communication skills in the business world (GPS) (8CS_B2009-2)
- demonstrate the ability to problem solve by working through a process (GPS) (8CS_B2009-3)
- exhibit critical thinking to make informed, cohesive judgments (GPS) (8CS_B2009-4)

C - Business Foundations

- examine basics of accounting and personal finance utilizing a spreadsheet (GPS) (8CS_C2009-5)
- examine the basics of entrepreneurship while utilizing a variety of software applications and multimedia tools (GPS) (8CS_C2009-6)

D - Information Systems

- investigate types of networking and Internet access (GPS) (8CS_D2009-7)

E - Internet and Safety

- differentiate between civil and criminal law as related to Internet safety and computer crimes (GPS) (8CS_E2009-8)

F - Marketing

- examine the basics of marketing using web and desktop publishing applications (GPS) (8CS_F2009-9)
- utilize multimedia software to create, edit, and manipulate a multimedia presentation (GPS) (8CS_F2009-10)
- utilize software related to web page design to plan, design, and create a web page (GPS) (8CS_F2009-11)

G - Careers

- use technology to investigate 21st century computer-related career opportunities (GPS) (8CS_G2009-12)

H - Financial Literacy

- demonstrate an understanding of economics using different types of software applications (GPS) (8CS_H2009-13)

I - Literacy Standards

- cite specific textual evidence to support analysis of technical texts (CCGPS) (8CS_I2012-1)
- determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions (CCGPS) (8CS_I2012-2)
- follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks (CCGPS) (8CS_I2012-3)
- determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical context (CCGPS) (8CS_I2012-4)
- analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic (CCGPS) (8CS_I2012-5)
- analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text (CCGPS) (8CS_I2012-6)
- integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table) (CCGPS) (8CS_I2012-7)
- distinguish among facts, reasoned judgment based on research findings, and speculation in a text (CCGPS) (8CS_I2012-8)
- compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic (CCGPS) (8CS_I2012-9)
- read and comprehend technical texts in the grades 6–8 text complexity band independently and proficiently by the end of grade 8 (CCGPS) (8CS_I2012-10)
- write arguments focused on discipline-specific content (CCGPS) (8CS_I2012-11)
- write informative/explanatory texts, including the narration of historical events or technical processes (CCGPS) (8CS_I2012-12)
- produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (CCGPS) (8CS_I2012-13)
- develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (CCGPS) (8CS_I2012-14)
- use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently (CCGPS) (8CS_I2012-15)
- conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration (CCGPS) (8CS_I2012-16)
- gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (CCGPS) (8CS_I2012-17)
- draw evidence from informational texts to support analysis reflection, and research (CCGPS) (8CS_I2012-18)

I - Literacy Standards (*continued*)

- write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (CCGPS) (8CS_I2012-19)

Career Connections

A - Interpersonal Skills

- develop and demonstrate positive interpersonal skills (GPS) (8CC_A2011-1)

B - Management Skills

- apply management skills to everyday lives (GPS) (8CC_B2011-2)

C - Employability Skills

- set employability and educational goals (GPS) (8CC_C2011-3)

D - Literacy Standards

- cite specific textual evidence to support analysis of technical texts (CCGPS) (8CC_D2012-1)
- determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions (CCGPS) (8CC_D2012-2)
- follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks (CCGPS) (8CC_D2012-3)
- determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical context (CCGPS) (8CC_D2012-4)
- analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic (CCGPS) (8CC_D2012-5)
- analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text (CCGPS) (8CC_D2012-6)
- integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table) (CCGPS) (8CC_D2012-7)
- distinguish among facts, reasoned judgment based on research findings, and speculation in a text (CCGPS) (8CC_D2012-8)
- compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic (CCGPS) (8CC_D2012-9)
- read and comprehend technical texts in the grades 6–8 text complexity band independently and proficiently by the end of grade 8 (CCGPS) (8CC_D2012-10)
- write arguments focused on discipline-specific content (CCGPS) (8CC_D2012-11)
- write informative/explanatory texts, including the narration of historical events or technical processes (CCGPS) (8CC_D2012-12)
- produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (CCGPS) (8CC_D2012-13)
- develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (CCGPS) (8CC_D2012-14)
- use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently (CCGPS) (8CC_D2012-15)
- conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration (CCGPS) (8CC_D2012-16)

D - Literacy Standards (*continued*)

- gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (CCGPS) (8CC_D2012-17)
- draw evidence from informational texts to support analysis reflection, and research (CCGPS) (8CC_D2012-18)
- write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (CCGPS) (8CC_D2012-19)

Advanced Chorus

A - Skills and Techniques/Performance

- sing, alone and with others, a varied repertoire of music (GPS) (8CH_A2011-1)
- perform on instruments, alone and with others, a varied repertoire of music (GPS) (8CH_A2011-2)
- read and notate music (GPS) (8CH_A2011-3)

B - Creation

- improvise melodies, variations, and accompaniments (GPS) (8CH_B2011-4)
- compose and arrange music within specified guidelines (GPS) (8CH_B2011-5)

C - Critical Analysis/Investigation

- listen to, analyze, and describe music (GPS) (8CH_C2011-6)
- evaluate music and music performances (GPS) (8CH_C2011-7)

D - Cultural and Historical Context

- understand relationships between music, the other arts, and disciplines outside the arts (GPS) (8CH_D2011-8)
- understand music in relation to history and culture (GPS) (8CH_D2011-9)

Communications

A - History of Mass Media

- identify early mass communication inventions (GPS) (8CO_A2011-1)
- identify key developments and individuals relating to the history of the graphics and design industry (GPS) (8CO_A2011-2)

B - Trade Terminology

- utilize and understand trade terminology in an appropriate manner (GPS) (8CO_B2011-3)

C - Safety

- identify safety and health procedures utilized in the classroom/lab environment (GPS) (8CO_C2011-4)

D - Careers and Ethics

- explore and demonstrate ethical use of equipment and storyboarding (GPS) (8CO_D2011-5)
- demonstrate interpersonal and employability skills required for job retention in the work place (GPS) (8CO_D2011-6)
- explore careers available in the field of graphic communications and design (GPS) (8CO_D2011-7)
- examine professional and ethical issues involved in the graphic communications industry (GPS) (8CO_D2011-8)

E - Video Broadcast Production

- demonstrate the pre-production planning process (GPS) (8CO_E2011-9)
- exhibit appropriate production performance techniques (GPS) (8CO_E2011-10)
- identify editing methods in post-production (GPS) (8CO_E2011-11)

F - Literacy Standards

- cite specific textual evidence to support analysis of technical texts (CCGPS) (8CO_F2012-1)
- determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions (CCGPS) (8CO_F2012-2)
- follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks (CCGPS) (8CO_F2012-3)
- determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical context (CCGPS) (8CO_F2012-4)
- analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic (CCGPS) (8CO_F2012-5)
- analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text (CCGPS) (8CO_F2012-6)
- integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table) (CCGPS) (8CO_F2012-7)
- distinguish among facts, reasoned judgment based on research findings, and speculation in a text (CCGPS) (8CO_F2012-8)
- compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic (CCGPS) (8CO_F2012-9)
- read and comprehend technical texts in the grades 6–8 text complexity band independently and proficiently by the end of grade 8 (CCGPS) (8CO_F2012-10)
- write arguments focused on discipline-specific content (CCGPS) (8CO_F2012-11)
- write informative/explanatory texts, including the narration of historical events or technical processes (CCGPS) (8CO_F2012-12)
- produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (CCGPS) (8CO_F2012-13)
- develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (CCGPS) (8CO_F2012-14)
- use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently (CCGPS) (8CO_F2012-15)
- conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration (CCGPS) (8CO_F2012-16)
- gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (CCGPS) (8CO_F2012-17)
- draw evidence from informational texts to support analysis reflection, and research (CCGPS) (8CO_F2012-18)
- write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (CCGPS) (8CO_F2012-19)

Engineering and Technology

A - Academic Knowledge

- develop an understanding of the Universal Systems Model (GPS) (8ET_A2009-1)
- develop an understanding of how the design process is used to develop a technological system (GPS) (8ET_A2009-2)
- recognize relationships among technologies and assess the impact of integrated systems (GPS) (8ET_A2009-3)
- develop an understanding of how humans interact with systems (GPS) (8ET_A2009-4)
- develop leadership skills and work ethics (GPS) (8ET_A2009-5)
- examine and research careers in fields related to engineering and technology (GPS) (8ET_A2009-6)

B - Literacy Standards

- cite specific textual evidence to support analysis of technical texts (CCGPS) (8ET_B2012-1)
- determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions (CCGPS) (8ET_B2012-2)
- follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks (CCGPS) (8ET_B2012-3)
- determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical context (CCGPS) (8ET_B2012-4)
- analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic (CCGPS) (8ET_B2012-5)
- analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text (CCGPS) (8ET_B2012-6)
- integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table) (CCGPS) (8ET_B2012-7)
- distinguish among facts, reasoned judgment based on research findings, and speculation in a text (CCGPS) (8ET_B2012-8)
- compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic (CCGPS) (8ET_B2012-9)
- read and comprehend technical texts in the grades 6–8 text complexity band independently and proficiently by the end of grade 8 (CCGPS) (8ET_B2012-10)
- write arguments focused on discipline-specific content (CCGPS) (8ET_B2012-11)
- write informative/explanatory texts, including the narration of historical events or technical processes (CCGPS) (8ET_B2012-12)
- produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (CCGPS) (8ET_B2012-13)
- develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (CCGPS) (8ET_B2012-14)
- use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently (CCGPS) (8ET_B2012-15)
- conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration (CCGPS) (8ET_B2012-16)
- gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (CCGPS) (8ET_B2012-17)
- draw evidence from informational texts to support analysis reflection, and research (CCGPS) (8ET_B2012-18)
- write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (CCGPS) (8ET_B2012-19)

Family and Consumer Science

A - Careers

- research careers in the areas of culinary arts, consumer services, early childhood education, nutrition and food science, interior and fashion design, education, and leadership (GPS) (8FC_A2011-1)

B - Safety

- utilize standard safety practices for all classroom laboratory and field investigations (GPS) (8FC_B2011-2)

C - Foods and Nutrition

- apply principles of food science, food technology (GPS) (8FC_C2011-3)
- apply food preparation skills through a variety of activities (GPS) (8FC_C2011-4)
- identify and demonstrate acceptable behaviors for table service and meal-time behaviors (GPS) (8FC_C2011-5)

D - Child Development

- demonstrate the integration of knowledge, skills, and practices of the caregiver-educator roles (GPS) (8FC_D2011-6)

E - Personal Finance

- apply social and financial skills needed to develop personal independence and interpersonal relationships (GPS) (8FC_E2011-7)
- demonstrate financial literacy and money management strategies in the area of budgeting (GPS) (8FC_E2011-8)

F - Housing

- analyze factors affecting housing and interior design decisions for individuals and families (GPS) (8FC_F2011-9)

G - Interiors

- investigate factors affecting textile and apparel decisions for individuals and families (GPS) (8FC_G2011-10)

H - Leadership

- demonstrate teamwork, leadership skills, and knowledge to become leaders in the family, workplace, and community (GPS) (8FC_H2011-11)

I - Literacy Standards

- cite specific textual evidence to support analysis of technical texts (CCGPS) (8FC_I2012-1)
- determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions (CCGPS) (8FC_I2012-2)
- follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks (CCGPS) (8FC_I2012-3)
- determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical context (CCGPS) (8FC_I2012-4)
- analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic (CCGPS) (8FC_I2012-5)
- analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text (CCGPS) (8FC_I2012-6)
- integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table) (CCGPS) (8FC_I2012-7)
- distinguish among facts, reasoned judgment based on research findings, and speculation in a text (CCGPS) (8FC_I2012-8)
- compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic (CCGPS) (8FC_I2012-9)

I - Literacy Standards (*continued*)

- read and comprehend technical texts in the grades 6–8 text complexity band independently and proficiently by the end of grade 8 (CCGPS) (8FC_I2012-10)
- write arguments focused on discipline-specific content (CCGPS) (8FC_I2012-11)
- write informative/explanatory texts, including the narration of historical events or technical processes (CCGPS) (8FC_I2012-12)
- produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (CCGPS) (8FC_I2012-13)
- develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (CCGPS) (8FC_I2012-14)
- use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently (CCGPS) (8FC_I2012-15)
- conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration (CCGPS) (8FC_I2012-16)
- gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (CCGPS) (8FC_I2012-17)
- draw evidence from informational texts to support analysis reflection, and research (CCGPS) (8FC_I2012-18)
- write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (CCGPS) (8FC_I2012-19)

General Music

A - Skills and Techniques/Performance

- sing, alone and with others, a varied repertoire of music (GPS) (8GM_A2011-1)
- perform on instruments, alone and with others, a varied repertoire of music (GPS) (8GM_A2011-2)
- read and notate music (GPS) (8GM_A2011-3)

B - Creation

- improvise melodies, variations, and accompaniments (GPS) (8GM_B2011-4)
- compose and arrange music within specified guidelines (GPS) (8GM_B2011-5)

C - Critical Analysis/Investigation

- listen to, analyze, and describe music (GPS) (8GM_C2011-6)
- evaluate music and music performances (GPS) (8GM_C2011-7)

D - Cultural and Historical Context

- compare relationships between music, the other arts, and disciplines outside the arts (GPS) (8GM_D2011-8)
- investigate music in relation to history and culture (GPS) (8GM_D2011-9)

Advanced Guitar

A - Skills and Techniques/Performance

- sing, alone and with others, a varied repertoire of music (GPS) (8GU_A2011-1)
- perform on instruments, alone and with others, a varied repertoire of music (GPS) (8GU_A2011-2)
- read and notate music (GPS) (8GU_A2011-3)

B - Creation

- improvise melodies, variations, and accompaniments (GPS) (8GU_B2011-4)
- compose and arrange music within specified guidelines (GPS) (8GU_B2011-5)

C - Critical Analysis/Investigation

- listen to, analyze, and describe music (GPS) (8GU_C2011-6)
- evaluate music and music performances (GPS) (8GU_C2011-7)

D - Cultural and Historical Context

- understand relationships between music, the other arts, and disciplines outside the arts (GPS) (8GU_D2011-8)
- understand music in relation to history and culture (GPS) (8GU_D2011-9)

Health

A - First Aid

- demonstrate proper first aid procedures for a variety of emergency situations (GPS) (8HE_A2009-1)

B - Safety

- identify threats to personal safety and appropriate coping skills (GPS) (8HE_B2009-2)

C - Personal Care

- examine the advantages, disadvantages, risks, and consequences of lifestyle choices and/or health behaviors (GPS) (8HE_C2009-3)

D - Disease Prevention

- explain causes, symptoms, prevention strategies, treatment, and control of non-communicable and communicable diseases (GPS) (8HE_D2009-4)

E - Tobacco, Alcohol, and Other Drugs

- assess the consequences of tobacco, alcohol, and other drug use on the fetus and developing child (GPS) (8HE_E2009-5)
- recognize signs and symptoms of chemical dependency and identify appropriate sources for help and support (GPS) (8HE_E2009-6)
- describe the problems associated with the use of alcohol and other drugs on teen relationships (GPS) (8HE_E2009-7)
- practice refusal skills for countering aggressive behavior and pressure to use tobacco products, alcohol, and other drugs (GPS) (8HE_E2009-8)
- propose alternatives to using alcohol, tobacco products, and other drugs (GPS) (8HE_E2009-9)

F - Nutrition

- assess personal diet using recommended adolescent dietary guidelines and recommend improvements (GPS) (8HE_F2009-10)

G - Emotional Expression/Mental Health

- analyze possible causes of conflict among youth and strategies to deal with them (GPS) (8HE_G2009-11)
- assess personal characteristics and conditions associated with positive self-image (GPS) (8HE_G2009-12)

H - Family Life

- identify social, emotional, intellectual, and economic aspects of dating (GPS) (8HE_H2009-13)
- list adverse consequences of a pregnancy in early adolescence as well as positive benefits of postponing pregnancy (GPS) (8HE_H2009-14)

H - Family Life (*continued*)

- analyze the physical, social, emotional, legal, financial, and educational issues related to teenage pregnancy (GPS) (8HE_H2009-15)
- analyze methods to prevent pregnancy and sexually transmitted disease and their degree of effectiveness or lack thereof (GPS) (8HE_H2009-16)
- recognize abstinence from sexual activity as the only sure method of preventing pregnancy and sexually transmitted diseases (GPS) (8HE_H2009-17)

I - Anatomy and Physiology

- review identification of the parts of the male and female reproductive systems and description of their functions (GPS) (8HE_I2009-18)
- identify the parts and function of the cardiorespiratory, endocrine, and digestive systems (GPS) (8HE_I2009-19)

Journalism

A - Journalism

- prewrite to generate ideas for writing (QCC) (8JO_A2010-1)
- draft writing to capture ideas and develop fluency (QCC) (8JO_A2010-2)
- revise writing to match purposes with audience and to improve content, organization, and style (QCC) (8JO_A2010-3)
- revise writing to eliminate wordiness (QCC) (8JO_A2010-4)
- edit for spelling, fragments, and run-on sentences (QCC) (8JO_A2010-5)
- use writing handouts, grammar checkers, and references to edit usage and mechanics (QCC) (8JO_A2010-6)
- write to report answers to research questions (QCC) (8JO_A2010-7)
- write, combine, and vary sentences to match purposes and audience (QCC) (8JO_A2010-8)
- distinguish between fact and opinion (QCC) (8JO_A2010-9)
- write Standard American English sentences with correct verb forms, punctuation, capitalization, possessives, plural forms, and other mechanics (QCC) (8JO_A2010-10)
- recognize and write for a variety of purposes specific to journalism (e.g., news, editorials, and features) (QCC) (8JO_A2010-11)
- defend editorial conclusions using credible facts, examples, illustrations, and details from various sources (QCC) (8JO_A2010-12)
- read newspapers, charts, graphs, and technical documents for research (QCC) (8JO_A2010-13)
- read critically, ask pertinent questions, recognize assumptions and implications, and evaluate ideas (QCC) (8JO_A2010-14)
- identify, comprehend, and summarize who, what, when, where, and how in a variety of print and non-print resources (QCC) (8JO_A2010-15)
- take notes in interviews and discussions and report accurately what others have said (QCC) (8JO_A2010-16)
- use the research process (select a topic, formulate questions, identify key words, choose sources, skim, paraphrase, take notes, organize, summarize, and present ideas) (QCC) (8JO_A2010-17)
- acquire new vocabulary through research and interview (QCC) (8JO_A2010-18)
- use a variety of print and non-print resources as parts of the research for stories (QCC) (8JO_A2010-19)
- prioritize tasks to meet deadlines (QCC) (8JO_A2010-20)
- work as a team member to solve problems (QCC) (8JO_A2010-21)
- recognize speaker's purpose and identify verbal and nonverbal components of communication (QCC) (8JO_A2010-22)
- speak so others can hear and understand (QCC) (8JO_A2010-23)

B - Technology and Production/Publication Skills

- demonstrate ability to use appropriate medium for production/publications (e.g., desktop publishing for print journalism, video equipment for broadcast journalism) (QCC) (8JO_B2010-24)
- plan interviews by developing questions for print and/or broadcast stories (QCC) (8JO_B2010-25)
- conduct, record, and accurately report information from interviews (QCC) (8JO_B2010-26)
- utilize pre-writes, story boards, or split-page format for story development (QCC) (8JO_B2010-27)
- prepare and refine print articles/script for publication/production (QCC) (8JO_B2010-28)

C - Knowledge of Journalism Ethics

- understand and practice ethical reporting avoiding bias, slander, and plagiarism (QCC) (8JO_C2010-29)

D - Knowledge of Journalism Careers

- identify career opportunities in journalism (e.g., editor-in-chief, editor, reporter, photojournalist, copy reader, advertisement sales, graphic artist) (QCC) (8JO_D2010-30)

Latin I

A - Communication

- read authentic and edited passages appropriate for Latin I (GPS) (8L1_A2009-1)
- comprehend spoken Latin phrases, quotations, and expressions (GPS) (8L1_A2009-2)
- provide accurate, written English translations (GPS) (8L1_A2009-3)
- write simple phrases and sentences in Latin as part of the process for understanding written Latin (GPS) (8L1_A2009-4)
- read passages aloud with proper intonation and rhythm (GPS) (8L1_A2009-5)

B - Culture

- demonstrate an understanding of perspectives, practices, and products of the Greco-Roman culture (GPS) (8L1_B2009-6)
- interpret cultural practices of the Romans (GPS) (8L1_B2009-7)

C - Connections, Comparisons, and Communities

- reinforce and further the knowledge of other disciplines through the study of Latin (GPS) (8L1_C2009-8)
- acquire information and recognize distinctive viewpoints via the study of Latin and the Greco-Roman civilization (GPS) (8L1_C2009-9)
- identify situations and resources in which Latin skills and cultural knowledge may be applied beyond the classroom setting for recreational, educational, and occupational, purposes (GPS) (8L1_C2009-10)

Modern Languages Connections

A - Communication

- exchange basic greetings, farewells, and expressions of courtesy orally and in writing (GPS) (8ML_A2009-1)
- respond to classroom directions (GPS) (8ML_A2009-2)
- identify vocabulary and respond to simple questions on a variety of topics such as weather, time, family, home, school, and food (GPS) (8ML_A2009-3)
- manipulate common sequences such as alphabet, calendar, and numbers (GPS) (8ML_A2009-4)
- identify main ideas and basic details while reading or listening when strongly supported by context or illustrations (GPS) (8ML_A2009-5)

B - Culture

- develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken (GPS) (8ML_B2009-6)

C - Connections, Comparisons, and Communities

- discuss academic and/or career benefits of language study (GPS) (8ML_C2009-7)
- use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another (GPS) (8ML_C2009-8)
- compare the cultures of the target language countries to those of the United States (GPS) (8ML_C2009-9)
- compare basic elements of the target language to the English language (GPS) (8ML_C2009-10)
- demonstrate an awareness of current events in the target cultures (GPS) (8ML_C2009-11)

Modern Languages Level I

A - Communication: Interpersonal Mode

- exchange simple spoken and written information in the target language (GPS) (8ML1_A2009-1)
- conduct brief oral and written exchanges in the target language (GPS) (8ML1_A2009-2)

B - Communication: Interpretive Mode

- demonstrate understanding of simple spoken and written language presented through a variety of media in the target language based on a variety of topics (GPS) (8ML1_B2009-3)
- interpret verbal and nonverbal cues to understand simple spoken and written messages in the target language (GPS) (8ML1_B2009-4)

C - Communication: Presentational Mode

- present information orally and in writing containing a variety of vocabulary, phrases, and patterns (GPS) (8ML1_C2009-5)
- present brief rehearsed material in the target language (GPS) (8ML1_C2009-6)

D - Culture

- identify perspectives, practices, and products of the culture(s) where the target language is spoken (GPS) (8ML1_D2009-7)

E - Connections, Comparisons, and Communities

- use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another (GPS) (8ML1_E2009-8)
- discuss the significance of culture through comparisons of the culture(s) studied and the students' own culture (GPS) (8ML1_E2009-9)
- compare basic elements of the target language to the English language (GPS) (8ML1_E2009-10)
- recognize current events in the target culture(s) (GPS) (8ML1_E2009-11)
- identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting for recreational, educational, and occupational purposes (GPS) (8ML1_E2009-12)

Nanotechnology

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 (8NA_A2011-1)
- design and conduct full scientific investigations (8NA_A2011-2)
- use standard safety practices for all classroom laboratory and field investigations (8NA_A2011-3)
- use technology to collect, observe, measure, and organize data (8NA_A2011-4)
- use valid critical assumptions to draw conclusions (8NA_A2011-5)
- apply computation and estimation skills necessary for analyzing data and developing conclusions (8NA_A2011-6)
- communicate scientific investigations and information clearly (8NA_A2011-7)
- read scientific materials to establish context for subject matter, develop vocabulary, and to be aware of current research (8NA_A2011-8)

B - Academic Knowledge

- describe the field of nanoscience and the interactions of matter and energy at the nanoscale (8NA_B2011-9)
- evaluate nanotechnology within the field of nanoscience (8NA_B2011-10)
- describe the challenges and advantages of viewing nanoparticles (8NA_B2011-11)
- identify nanotechnology as a designed system (8NA_B2011-12)
- describe the electromagnetic nanosystem (8NA_B2011-13)
- describe mechanical nanosystems (8NA_B2011-14)
- describe chemical nanosystems (8NA_B2011-15)
- apply the forces and uses of self-assembly in the field of nanotechnology (8NA_B2011-16)
- evaluate the societal impacts of nanotechnology (8NA_B2011-17)
- examine careers in nanotechnology (8NA_B2011-18)

C - Literacy Standards

- cite specific textual evidence to support analysis of technical texts (CCGPS) (8NA_C2012-1)
- determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions (CCGPS) (8NA_C2012-2)
- follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks (CCGPS) (8NA_C2012-3)
- determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical context (CCGPS) (8NA_C2012-4)
- analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic (CCGPS) (8NA_C2012-5)
- analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text (CCGPS) (8NA_C2012-6)
- integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table) (CCGPS) (8NA_C2012-7)
- distinguish among facts, reasoned judgment based on research findings, and speculation in a text (CCGPS) (8NA_C2012-8)
- compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic (CCGPS) (8NA_C2012-9)
- read and comprehend technical texts in the grades 6–8 text complexity band independently and proficiently by the end of grade 8 (CCGPS) (8NA_C2012-10)
- write arguments focused on discipline-specific content (CCGPS) (8NA_C2012-11)
- write informative/explanatory texts, including the narration of historical events or technical processes (CCGPS) (8NA_C2012-12)

C - Literacy Standards (*continued*)

- produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (CCGPS) (8NA_C2012-13)
- develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (CCGPS) (8NA_C2012-14)
- use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently (CCGPS) (8NA_C2012-15)
- conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration (CCGPS) (8NA_C2012-16)
- gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (CCGPS) (8NA_C2012-17)
- draw evidence from informational texts to support analysis, reflection, and research (CCGPS) (8NA_C2012-18)
- write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (CCGPS) (8NA_C2012-19)

Advanced Orchestra

A - Skills and Techniques/Performance

- sing, alone and with others, a varied repertoire of music (GPS) (8OR_A2011-1)
- perform on instruments, alone and with others, a varied repertoire of music (GPS) (8OR_A2011-2)
- perform, identify, and notate music (GPS) (8OR_A2011-3)
- understand instrument care and maintenance (GPS) (8OR_A2011-4)

B - Creation

- improvise melodies, variations, and accompaniments (GPS) (8OR_B2011-5)
- compose and arrange music within specified guidelines (GPS) (8OR_B2011-6)

C - Critical Analysis/Investigation

- listen to, analyze, and describe music (GPS) (8OR_C2011-7)
- evaluate music and music performances (GPS) (8OR_C2011-8)

D - Cultural and Historical Context

- understand relationships between music, the other arts, and disciplines outside the arts (GPS) (8OR_D2011-9)
- understand music in relation to history and culture (GPS) (8OR_D2011-10)

Peer Leadership

A -

- describe the role, functions, and characteristics of a peer leader (QCC) (8PL_A1998-2)
- adhere to established ground rules and the National Peer Helping Association ethical guidelines (8PL_A1998-3)
- explore and apply the fundamental characteristics of facilitative relationships and communication skills (QCC) (8PL_A1998-4)
- identify and demonstrate interpersonal skills necessary to maintain positive peer relationships (QCC) (8PL_A1998-6)
- demonstrate an understanding of problem-solving and/or mediation techniques (QCC) (8PL_A1998-7)

A - (continued)

- identify methods of conflict/anger management (QCC) (8PL_A1998-8)
- explore the concepts of prejudice and discrimination and their impact on peer relationships (QCC) (8PL_A1998-9)
- identify elements of group interaction (QCC) (8PL_A1998-10)
- utilize elements of successful group interactions by participating in a variety of roles within group settings (QCC) (8PL_A1998-11)
- participate in assigned targeted groups within the school community (QCC) (8PL_A1998-12)
- define positive and negative aspects of peer pressure (QCC) (8PL_A1998-13)
- indicate a variety of alternatives to negative peer pressure (QCC) (8PL_A1998-14)
- explore how personal responsibility relates to long- and short-range life and career goals (QCC) (8PL_A1998-15)
- establish roles, responsibilities, and procedures related to peer tutoring including effective study habits, test-taking skills, and time management (QCC) (8PL_A1998-16)
- demonstrate knowledge and skills of peer leadership intervention strategies in a variety of settings (8PL_A1998-17)
- utilize knowledge and understanding gained through individual and/or group projects (8PL_A1998-18)

Physical Education

A - Fitness

- participate in health-enhancing fitness activities (GPS) (8PE_A2009-1)
- demonstrate progress toward or meet health-related fitness standards as defined by research (8PE_A2009-2)
- apply basic training rules to improve muscular fitness (8PE_A2009-3)

B - Motor Skills and Movement Patterns

- perform a variety of complex throwing and catching patterns (8PE_B2009-4)
- perform a variety of complex striking patterns (8PE_B2009-5)
- perform complex timing and rhythm sequences (8PE_B2009-6)

C - Movement Concepts and Principles

- apply movement concepts and principles related to the learning and development of motor skills (GPS) (8PE_C2009-7)
- apply basic practice and conditioning principles that enhance performance (GPS) (8PE_C2009-8)
- apply advanced offensive and defensive strategies in modified settings (GPS) (8PE_C2009-9)

D - Personal and Social Behaviors

- exhibit responsible personal and social behavior that respects self and others in physical activity settings (8PE_D2009-10)
- demonstrate how to work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive settings (8PE_D2009-11)

Advanced Piano

A - Skills and Techniques/Performance

- sing, alone and with others, a varied repertoire of music (GPS) (8PI_A2011-1)
- perform on instruments, alone and with others, a varied repertoire of music (GPS) (8PI_A2011-2)
- read and notate music (GPS) (8PI_A2011-3)

B - Creation

- improvise melodies, variations, and accompaniments (GPS) (8PI_B2011-4)
- compose and arrange music within specified guidelines (GPS) (8PI_B2011-5)

C - Critical Analysis/Investigation

- listen to, analyze, and describe music (GPS) (8PI_C2011-6)
- evaluate music and music performances (GPS) (8PI_C2011-7)

D - Cultural and Historical Context

- understand relationships between music, the other arts, and disciplines outside the arts (GPS) (8PI_D2011-8)
- understand music in relation to history and culture (GPS) (8PI_D2011-9)

Study Skills

A-

- describe and demonstrate the attitudes and habits necessary for school success (8SK_A1999-1)
- demonstrate appropriate and effective study methods (8SK_A1999-2)
- set and work towards appropriate goals (8SK_A1999-3)
- read for the purposes of gathering information and/or following directions (8SK_A1999-4)
- learn appropriate listening skills (8SK_A1999-5)
- demonstrate efficient organization and management of time (8SK_A1999-6)
- demonstrate efficient organization and management of materials and space (8SK_A1999-7)
- select and demonstrate appropriate problem-solving strategies (e.g., math word problems, brain teasers, personal problem-solving, and study methods) (8SK_A1999-8)
- use graphic aids found in textbooks and other sources of information (e.g., maps, graphs, charts, and tables) (8SK_A1999-9)
- identify appropriate test-taking strategies (8SK_A1999-10)

Theatre Arts

A - Creation

- analyze and construct meaning from theatrical experiences (GPS) (8TA_A2011-1)
- develop scripts through various theatrical methods (GPS) (8TA_A2011-2)
- develop and sustain character through theatrical activities (GPS) (8TA_A2011-3)
- develop and create artistic and technical elements of theatre (GPS) (8TA_A2011-4)
- plan, organize, and direct rehearsals for performance (GPS) (8TA_A2011-5)
- demonstrate responsibility to the group through attendance, punctuality, cooperation, leadership, listening, preparation, and self-discipline (GPS) (8TA_A2011-6)

B - Cultural and Historical Context

- investigate historical and multicultural heritage related to theater activities (GPS) (8TA_B2011-7)
- connect various art forms, other content areas, and life experiences through theatre activities (GPS) (8TA_B2011-8)
- examine the cultural role of theatre (GPS) (8TA_B2011-9)
- explore career opportunities in theatre (GPS) (8TA_B2011-10)

C - Critical Analysis/Investigation

- evaluate theatre presentations using appropriate supporting evidence (GPS) (8TA_C2011-11)

Visual Arts

A - Create, Design, Engage, and Connect

- visualize and generate ideas with a variety of two-dimensional and three-dimensional art methods and materials to create through a process of authentic engagement (GPS) (8VA_A2011-1)
- create artwork from personal experience by connecting background knowledge to current content (GPS) (8VA_A2011-2)
- apply proper care and safe use of materials and tools (GPS) (8VA_A2011-3)
- engage in the task at hand, collaborate effectively, and move smoothly among whole group, small group, and individual tasks (GPS) (8VA_A2011-4)
- employ technology in the creation of art as a medium and resource (GPS) (8VA_A2011-5)

B - Perceive and Analyze

- analyze artwork using the language of art (elements and principles) to develop ideas and resolve problems (GPS) (8VA_B2011-6)
- interpret art through discussion and/or written reflection to respond to, apply, and communicate content (GPS) (8VA_B2011-7)
- develop ability in visual communication to differentiate media in works of art (GPS) (8VA_B2011-8)

C - Investigate Contextual and Cultural Understanding

- synthesize knowledge of values, themes, and aesthetics of different cultures and contexts (GPS) (8VA_C2011-9)
- apply information from other disciplines to enhance understanding and production of artworks (GPS) (8VA_C2011-10)
- expand knowledge of art as a profession and/or avocation (GPS) (8VA_C2011-11)
- discover how the creative process relates to art history (GPS) (8VA_C2011-12)

D - Assess and Respond

- engage in aesthetics and participate in dialogue about artwork using a variety of approaches (GPS) (8VA_D2011-13)
- explore the process of critical analysis of art (description, interpretation, analysis, and judgment) using own artwork and the artwork of others (GPS) (8VA_D2011-14)

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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