



6TH GRADE



ACADEMIC KNOWLEDGE AND SKILLS

2009-10

COMPLETE AKS BOOKLET

Gwinnett's curriculum for grades K-12 is called the Academic Knowledge and Skills (AKS). 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 6th grade. We encourage you to talk to your child about what he or she is learning. **WELCOME TO 6TH GRADE!**

About the Academic Knowledge and Skills (AKS) Curriculum

The AKS are the standards for academic excellence for all students in Gwinnett County Public Schools (GCPS). In every GCPS classroom, instruction and assessment are tailored so that all students learn the AKS. The alignment of AKS with standardized assessments— such as the state-required Iowa Tests of Basic Skills (ITBS) for grades 3, 5, and 8— ensures that GCPS elementary students are well-prepared for these national measurements of achievement. GCPS’ rigorous AKS curriculum also aligns with the state curriculum, known as the Georgia Performance Standards (GPS). This alignment assures that students are prepared for state tests, including the Criterion-Referenced Competency Tests (CRCT), which measure the grade-level achievement of Georgia elementary and middle school students in grades 1–8.

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.

Required Testing for 6th Grade

All 6th grade students participate in the state’s Criterion-Referenced Competency Tests (CRCT) in the spring.

The CRCT measures what students should know and be able to do at the end of 6th grade, based on the state’s curriculum, the Georgia performance Standards (GPS). (Gwinnett’s AKS curriculum includes and goes beyond the state’s GPS curriculum.) Georgia students in 6th grade take the CRCT in Reading, English/Language Arts, Mathematics, Science, and Social Studies. Students are expected to meet or exceed grade-level expectations on each CRCT subtest to be on track for success in school.

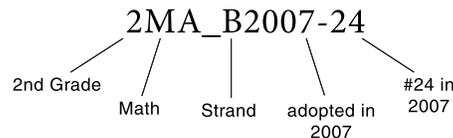
About Promotion to 7th Grade

A student enrolled in 6th grade must pass four of five subjects for the school year, with Connections classes being averaged as one grade each semester. (First semester grades are the average of progress report grades for the 1st and 2nd nine weeks. Second semester grades are the average from the 3rd and 4th nine weeks.) Language Arts and Mathematics must be two of the four subjects passed each semester. Should a student not earn promotion to 7th grade, he or she will have the opportunity to attend summer school to learn the AKS not demonstrated during the school year.

Note: A special education student’s promotion is determined by his or her Individualized Education Program (IEP). Promotion for a student with Limited English Proficiency (LEP) is determined by his or her AKS Modification and Intervention Plan.

Notes about this Booklet

- Correlations to the following state-required objectives/assessments/curriculum are indicated for respective Academic Knowledge and Skills: *Georgia Performance Standards (GPS)*, *Quality Core Curriculum (QCC)*, *Iowa Tests of Basic Skills (ITBS)*, and *Character Education (CE)*
- Academic Knowledge and Skills beginning with “explore” will not be assessed for mastery at that grade level, but are prerequisite for mastery at a higher grade level.
- Comprehensive AKS booklets like this one are available by grade level (K–8 and combined grades for high school) and by core academic subject (Language Arts, Mathematics, Science, and Social Studies) on the district web site at www.gwinnett.k12.ga.us. These booklets are posted in PDF form.
- Parents also can find online PDFs of grade-level brochures (grades K–8) with a more general overview of what students will learn, available services, promotion requirements, and grade-level testing. The Choice Book serves this purpose for high school students, providing an overview of the high school experience, high school and postsecondary planning tools, and a “course catalog.” Parents receive a printed copy of their child’s grade-level AKS brochure (K–8) at the start of the school year, and rising 9th graders receive a printed copy of The Choice Book.
- The AKS numbering system was developed to allow for additions and deletions of AKS without changing the number reference of other AKS. The reference code includes the subject and/or grade level, a letter representing the topic strand and the year implemented. (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 others	courtesy	punctuality	respect for	creativity
patriotism	cooperation	compassion	cleanliness	environment	sportsmanship
citizenship	kindness	tolerance	cheerfulness	respect for	loyalty
honesty	self-respect	diligence	school pride	creator	perseverance
fairness	self-control	generosity		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 6th grade experience. Look for more helpful tipsheets and other resources on the school system web site and your local school web site.

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 web site (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 - Listening, Speaking, and Viewing

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

B - Reading and Literature

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

C - Reading Across the Curriculum

- read a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) from a variety of subject disciplines (GPS) (6LA_C2009-31)
- read both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas (GPS) (6LA_C2009-32)
- participate in discussions related to curricular learning in all subject areas (GPS) (6LA_C2009-33)
- identify messages and themes from books in all subject areas (GPS) (6LA_C2009-34)
- respond to a variety of texts in multiple modes of discourse (GPS) (6LA_C2009-35)
- relate messages and themes from one subject area to those in another area (GPS) (6LA_C2009-36)
- evaluate effectiveness of texts in every subject area (GPS) (6LA_C2009-37)
- examine the author's purpose in writing (GPS) (6LA_C2009-38)

- use the features of disciplinary texts (such as charts, graphs, photos, maps, and highlighted vocabulary) (GPS) (6LA_C2009-39)
- define and use contextual vocabulary in various subjects (GPS) (6LA_C2009-40)
- use content vocabulary in writing and speaking (GPS) (6LA_C2009-41)
- explore understanding of new words found in subject-area texts (GPS) (6LA_C2009-42)
- explore life experiences related to subject area content (GPS) (6LA_C2009-43)
- discuss in both writing and speaking how certain words and concepts relate to multiple subjects (GPS) (6LA_C2009-44)
- determine strategies for finding content and contextual meaning for unfamiliar words or concepts (GPS) (6LA_C2009-45)

D - Conventions

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

E - Writing Across Genres

- write to establish an appropriate organizational structure, set a context and engage the reader, maintain a coherent focus throughout, and provide a satisfying closure (GPS) (6LA_E2009-62)
- select a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements (GPS) (6LA_E2009-63)
- write text of a length appropriate to address the topic or tell the story while excluding extraneous and inappropriate information (GPS) (6LA_E2009-64)
- use traditional structures for conveying information (for example, chronological order, cause and effect, similarity and difference, and posing and answering a question) (GPS) (6LA_E2009-65)
- use appropriate structures to ensure coherence (such as transition elements) (GPS) (6LA_E2009-66)
- follow conventions of Standard American English (GPS) (6LA_E2009-67)
- use research and technology to support writing (GPS) (6LA_E2009-68)
- use organizational features of electronic text (such as bulletin boards, databases, keyword searches, and e-mail addresses) to locate relevant information (GPS) (6LA_E2009-69)
- include researched information in different types of products (for example, compositions, multimedia presentations, graphic organizers, projects, etc.) (GPS) (6LA_E2009-70)
- cite references (GPS) (6LA_E2009-71)
- prewrite, draft, revise, edit, publish, and evaluate writing (GPS) (6LA_E2009-72)

F - Narrative Writing

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

G - Informational Writing

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

H - Technical Writing

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

I - Persuasive Writing

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

J - Response to Literature

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

Math 6

A - Process Skills

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

B - Numbers and Operations

- add, subtract, multiply, and divide fractions and mixed numbers (GPS, ITBS) (6MA_B2007-20)
- apply order of operations (including exponents) to simplify numeric expressions (ITBS) (6MA_B2007-21)
- justify the reasonableness of results using various estimation strategies (ITBS) (6MA_B2007-22)
- develop, analyze, and explain procedures for computation (GPS) (6MA_B2007-23)
- represent and solve practical problem situations using fractions, decimals, and percents (GPS, ITBS) (6MA_B2007-24)
- use rational numbers to name points on a number line (ITBS) (6MA_B2007-25)
- use fractions, decimals, and percents interchangeably (GPS, ITBS) (6MA_B2007-26)
- decompose numbers into their prime factorization using exponents (GPS, ITBS) (6MA_B2007-27)
- find the prime factorization of a composite number (Fundamental Theorem of Arithmetic) (ITBS) (6MA_B2007-28)
- explain the meaning of and use a ratio to compare two quantities (GPS, ITBS) (6MA_B2007-29)
- apply proportions to solve problems and defend reasoning (GPS, ITBS) (6MA_B2007-30)
- solve percent problems using ratios, proportions, and equations (GPS, ITBS) (6MA_B2007-31)
- use proportions ($a/b = c/d$) to describe relationships and solve problems, including percent problems (GPS, ITBS) (6MA_B2007-32)
- identify and use factors and multiples (GPS, ITBS) (6MA_B2007-33)
- use various strategies to find the greatest common factor of two numbers (GPS, ITBS) (6MA_B2007-34)
- use various strategies to find the least common multiple of two numbers (GPS, ITBS) (6MA_B2007-35)
- apply integer concepts (ITBS) (6MA_B2007-36)

C - Geometry

- find angle measure formed by intersecting lines (6MA_C2007-37)
- identify and defend line and point symmetry (GPS) (6MA_C2007-38)
- investigate rotational symmetry, including degree of rotation (GPS) (6MA_C2007-39)
- interpret and sketch scale drawings (GPS) (6MA_C2007-40)
- solve problems involving scale drawings (GPS) (6MA_C2007-41)
- identify face, edge, and vertex of a geometric solid (ITBS) (6MA_C2007-42)
- interpret and sketch front, back, top, bottom, and side views of solid figures (GPS, ITBS) (6MA_C2007-43)
- construct nets for prisms, cylinders, pyramids, and cones (GPS, ITBS) (6MA_C2007-44)
- describe similar plane figures and the scale factor between them (ITBS) (6MA_C2007-45)
- use the concepts of ratio, proportion, and scale factor to demonstrate relationships between similar plane figures (GPS, ITBS) (6MA_C2007-46)
- compare, contrast, and classify solid geometric figures by their properties/characteristics including right prisms, pyramids, cylinders, and cones (GPS, ITBS) (6MA_C2007-47)

D - Measurement

- convert one unit of measurement to another measurement system by using proportional relationships (metric and customary) regarding volume and surface area (GPS, ITBS) (6MA_D2007-48)
- develop and apply formulas for area, perimeter, and volume using appropriate units of measure (GPS, ITBS) (6MA_D2007-49)
- measure length in customary and metric units (including nearest half, fourth, eighth, and sixteenth of an inch and nearest meter and centimeter) (ITBS) (6MA_D2007-50)
- compare and contrast units of measure for perimeter, area, and volume (GPS, ITBS) (6MA_D2007-51)
- find circumference and area of circles (ITBS) (6MA_D2007-52)
- select and use units of appropriate size and type to measure length, perimeter, area, and volume (GPS, ITBS) (6MA_D2007-53)
- compute and solve problems involving the volume of right prisms, cylinders, pyramids, and cones (GPS, ITBS) (6MA_D2007-54)
- compute and solve problems involving the surface area of right rectangular prisms and cylinders (GPS, ITBS) (6MA_D2007-55)
- determine and apply the formula for finding the volume of fundamental solid figures (GPS, ITBS) (6MA_D2007-56)
- find the surface area of a right prism and cylinder using manipulatives and by constructing nets (GPS, ITBS) (6MA_D2007-57)
- estimate the volume of simple geometric solids (GPS, ITBS) (6MA_D2007-58)
- estimate the surface area of simple geometric solids (GPS, ITBS) (6MA_D2007-59)

E - Algebra

- describe, analyze, and generalize patterns and sequences from function rules, tables, and graphs (GPS, ITBS) (6MA_E2007-60)
- solve algebraic equations involving one variable using whole numbers, decimals, or fractions (ITBS) (6MA_E2007-61)
- evaluate algebraic expressions, including those with exponents, and solve simple one-step equations using each of the four basic operations (GPS, ITBS) (6MA_E2007-62)
- understand and explain the meaning of direct proportions (6MA_E2007-63)
- use manipulatives or draw pictures to solve problems involving proportional relationships (GPS, ITBS) (6MA_E2007-64)
- write and solve equations in the form $y = kx$ where x and y are whole numbers, decimals, or fractions (ITBS) (6MA_E2007-65)
- describe proportional relationships mathematically using $y = kx$, where k is the constant of proportionality (GPS, ITBS) (6MA_E2007-66)
- solve for one quantity, given values of the other two, in a proportional relationship expressed as $y=kx$ where given values are whole numbers, decimals, or fractions) (GPS, ITBS) (6MA_E2007-67)
- graph linear functions in the first quadrant (6MA_E2007-68)
- graph proportional relationships in the form $y = kx$ and describe characteristics of the graphs (GPS, ITBS) (6MA_E2007-69)

F - Data Analysis and Probability

- formulate questions that can be answered by data (GPS) (6MA_F2007-70)
- collect sample data from a population using experiments and surveys (GPS) (6MA_F2007-71)
- construct, read, analyze, and interpret tables and graphs including pictographs, histograms, bar graphs, line graphs, circle graphs, and line plots (GPS) (6MA_F2007-72)
- construct frequency distributions, frequency tables, and graphs (GPS) (6MA_F2007-73)
- choose appropriate graphs to be consistent with the nature of the data (GPS, ITBS) (6MA_F2007-74)
- use tables and graphs to examine variation that occurs within a group and variation that occurs between groups (GPS, ITBS) (6MA_F2007-75)
- evaluate data to make predictions and draw conclusions (6MA_F2007-76)
- relate data analysis to the context of the questions posed (GPS) (6MA_F2007-77)
- list outcomes and events for sample spaces (6MA_F2007-78)
- use probabilities to predict the likelihood of an event and represent the probability as a ratio (GPS) (6MA_F2007-79)
- conduct trials/simulations and analyze the relationship between experimental probability (actual outcome) and theoretical probability (expected outcome) (ITBS) (6MA_F2007-80)
- determine and use a ratio to represent the theoretical probability of a given event (GPS, ITBS) (6MA_F2007-81)
- explain how experimental probability approaches theoretical probability when the number of trials is large (GPS, ITBS) (6MA_F2007-82)

G - Reading Across the Curriculum

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

Math 6 Accelerated

A - Process Skills

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

B - Numbers and Operations

- add, subtract, multiply, and divide fractions and mixed numbers [see: 6MA_B2007-20] (GPS) (6MAS_B2008-20)
- apply the order of operations (including exponents) to simplify numeric expressions [see: 6MA_B2007-21] (ITBS) (6MAS_B2008-21)
- justify the reasonableness of results using various estimation strategies [see: 6MA_B2007-22] (GPS) (6MAS_B2008-22)
- develop, analyze, and explain procedures for computation [see: 6MA_B2007-23] (GPS) (6MAS_B2008-23)
- represent and solve practical problem situations using fractions, decimals, and percents [see: 6MA_B2007-24] (GPS, ITBS) (6MAS_B2008-24)
- use rational numbers to name points on a number line [see: 6MA_B2007-25] (GPS, ITBS) (6MAS_B2008-25)
- use fractions, decimals, and percents interchangeably [see: 6MA_B2007-26] (GPS) (6MAS_B2008-26)
- decompose numbers into their prime factorization using exponents [see: 6MA_B2007-27] (GPS) (6MAS_B2008-27)
- find the prime factorization of a composite number (Fundamental Theorem of Arithmetic) [see: 6MA_B2007-28] (ITBS) (6MAS_B2008-28)
- explain the meaning of and use a ratio to compare two quantities [see: 6MA_B2007-29] (GPS, ITBS) (6MAS_B2008-29)
- apply proportions to solve problems and defend reasoning [see: 6MA_B2007-30] (GPS, ITBS) (6MAS_B2008-30)
- solve percent problems using ratios, proportions, and equations [see: 6MA_B2007-31] (GPS, ITBS) (6MAS_B2008-31)
- use proportions ($a/b = c/d$) to describe relationships and solve problems, including percent problems [see: 6MA_B2007-32] (GPS, ITBS) (6MAS_B2008-32)
- identify and use factors and multiples [see: 6MA_B2007-33] (GPS) (6MAS_B2008-33)
- use various strategies to find the greatest common factor of two numbers [see: 6MA_B2007-34] (GPS) (6MAS_B2008-34)
- use various strategies to find the least common multiple of two numbers [see: 6MA_B2007-35] (GPS, ITBS) (6MAS_B2008-35)
- apply integer concepts [see: 6MA_B2007-36] (ITBS) (6MAS_B2008-36)
- find the absolute value of a number and understand it as the distance from zero on a number line [see: 7MA_B2007-20] (GPS) (6MAS_B2008-37)
- compare and order integers and rational numbers, including repeating decimals [see: 7MA_B2007-21] (GPS) (6MAS_B2008-38)
- add, subtract, multiply, and divide and solve problems using positive and negative rational numbers to include fractions, decimals, and integers [see: 7MA_B2007-22] (GPS) (6MAS_B2008-39)
- find square roots of perfect squares [see: 8MA_B2007-20] (GPS) (6MAS_B2008-40)
- recognize the (positive) square root of a number as a length of a side of a square with a given area [see: 8MA_B2007-21] (GPS) (6MAS_B2008-41)
- recognize the square roots as points and as lengths on a number line [see: 8MA_B2007-22] (GPS) (6MAS_B2008-42)
- explain that the square root of 0 is 0 and that every positive number has two square roots that are opposite in sign [see: 8MA_B2007-23] (GPS) (6MAS_B2008-43)
- recognize and use the radical symbol to denote the positive square root of a positive number [see: 8MA_B2007-24] (GPS) (6MAS_B2008-44)

- estimate square roots of positive numbers [see: 8MA_B2007-25] (GPS) (6MAS_B2008-45)
- express and use numbers in scientific notation [see: 8MA_B2007-29] (GPS) (6MAS_B2008-46)
- use appropriate technologies to solve problems involving square roots, exponents, and scientific notations [see: 8MA_B2007-30] (GPS) (6MAS_B2008-47)

C - Geometry

- find angle measure formed by intersecting lines [see: 6MA_C2007-37] (GPS) (6MAS_C2008-48)
- identify and defend line and point symmetry [see: 6MA_C2007-38] (GPS) (6MAS_C2008-49)
- investigate rotational symmetry, including degree of rotation [see: 6MA_C2007-39] (GPS) (6MAS_C2008-50)
- interpret and sketch scale drawings [see: 6MA_C2007-40] (GPS) (6MAS_C2008-51)
- solve problems involving scale drawings [see: 6MA_C2007-41] (GPS) (6MAS_C2008-52)
- identify face, edge, and vertex of a geometric solid [see: 6MA_C2007-42] (GPS, ITBS) (6MAS_C2008-53)
- interpret and sketch front, back, top, bottom, and side views of solid figures [see: 6MA_C2007-43] (GPS, ITBS) (6MAS_C2008-54)
- construct nets for prisms, cylinders, pyramids, and cones [see: 6MA_C2007-44] (GPS, ITBS) (6MAS_C2008-55)
- describe similar plane figures and the scale factor between them [see: 6MA_C2007-45] (GPS, ITBS) (6MAS_C2008-56)
- use the concepts of ratio, proportion, and scale factor to demonstrate relationships between similar plane figures [see: 6MA_C2007-46] (GPS, ITBS) (6MAS_C2008-57)
- compare, contrast, and classify solid geometric figures by their properties/characteristics including right prisms, pyramids, cylinders, and cones [see: 6MA_C2007-47] (GPS, ITBS) (6MAS_C2008-58)
- explain how congruence of geometric figures is a special case of similarity where the figures have the same size and shape [see: 7MA_C2007-27] (GPS, ITBS) (6MAS_C2008-59)
- compare geometric figures for similarity and describe similarities by listing corresponding parts [see: 7MA_C2007-28] (GPS) (6MAS_C2008-60)
- explain the relationships among scale factors, length ratios, and area ratios between similar figures and use scale factors, length ratios, and area ratios to determine side lengths and areas of similar geometric figures [see: 7MA_C2007-29] (GPS, ITBS) (6MAS_C2008-61)

D - Measurement

- convert one unit of measurement to another measurement unit within a given measurement system by using proportional relationships (metric and customary) [see: 6MA_D2007-48] (GPS, ITBS) (6MAS_D2008-62)
- develop and apply formulas for area, perimeter, and volume using appropriate units of measure [see: 6MA_D2007-49] (GPS, ITBS) (6MAS_D2008-63)
- measure length in customary and metric units (including nearest half, fourth, eighth, and sixteenth of an inch and nearest meter and centimeter) [see: 6MA_D2007-50] (GPS, ITBS) (6MAS_D2008-64)
- compare and contrast units of measure for perimeter, area, and volume [see: 6MA_D2007-51] (GPS, ITBS) (6MAS_D2008-65)
- find circumference and area of circles [see: 6MA_D2007-52] (ITBS) (6MAS_D2008-66)
- select and use units of appropriate size and type to measure length, perimeter, area, and volume [see: 6MA_C2007-53] (GPS, ITBS) (6MAS_D2008-67)
- compute and solve problems involving the volume of right prisms, cylinders, pyramids, and cones [see: 6MA_D2007-54] (GPS, ITBS) (6MAS_D2008-68)
- compute and solve problems involving the surface area of right rectangular prisms and cylinders [see: 6MA_D2007-55] (GPS, ITBS) (6MAS_D2008-69)
- determine and apply the formula for finding the volume of fundamental solid figures [see: 6MA_D2007-56] (GPS, ITBS) (6MAS_D2008-70)
- find the surface area of a right prism and cylinder using manipulatives and by constructing nets [see: 6MA_D2007-57] (GPS) (6MAS_D2008-71)
- estimate the volume of simple geometric solids [see: 6MA_D2007-58] (GPS, ITBS) (6MAS_D2008-72)
- estimate the surface area of simple geometric solids [see: 6MA_D2007-59] (GPS, ITBS) (6MAS_D2008-73)

E - Algebra

- describe, analyze, and generalize patterns and sequences from function rules, tables, and graphs [see: 6MA_E2007-60] (GPS) (6MAS_E2008-74)
- solve algebraic equations involving one variable using whole numbers, decimals, or fractions [see: 6MA_E2007-61] (GPS) (6MAS_E2008-75)
- evaluate algebraic expressions, including those with exponents and solve simple one-step equations using each of the four basic operations [see: 6MA_E2007-62] (GPS, ITBS) (6MAS_E2008-76)
- understand and explain the meaning of direct proportions [see: 6MA_E2007-63] (GPS) (6MAS_E2008-77)
- use manipulatives or draw pictures to solve problems involving proportional relationships [see: 6MA_E2007-64] (GPS) (6MAS_E2008-78)

- write and solve equations in the form $y = kx$ where x and y are whole numbers, decimals, or fractions [see: 6MA_E2007-65] (GPS, ITBS) (6MAS_E2008-79)
- describe proportional relationships mathematically using $y = kx$, where k is the constant of proportionality [see: 6MA_E2007-66] (GPS) (6MAS_E2008-80)
- solve for one quantity, given values of the other two, in a proportional relationship expressed as $y=kx$ where given values are whole numbers, decimals, or fractions [see: 6MA_E2007-67] (GPS) (6MAS_E2008-81)
- graph linear functions in the first quadrant [see: 6MA_E2007-68] (GPS) (6MAS_E2008-82)
- graph proportional relationships in the form $y = kx$ and describe characteristics of the graphs [see: 6MA_E2007-69] (GPS) (6MAS_E2008-83)

F - Data Analysis and Probability

- formulate questions that can be answered by data [see: 6MA_F2007-70] (GPS) (6MAS_F2008-84)
- collect sample data from a population using experiments and surveys [see: 6MA_F2007-71] (GPS) (6MAS_F2008-85)
- construct, read, analyze, and interpret tables and graphs including pictographs, histograms, bar graphs, line graphs, circle graphs, and line plots [see: 6MA_F2007-72] (GPS) (6MAS_F2008-86)
- construct frequency distributions, frequency tables, and graphs [see: 6MA_F2007-73] (GPS) (6MAS_F2008-87)
- choose appropriate graphs to be consistent with the nature of the data [see: 6MA_F2007-74] (GPS, ITBS) (6MAS_F2008-88)
- use tables and graphs to examine variation that occurs within a group and variation that occurs between groups [see: 6MA_F2007-75] (GPS, ITBS) (6MAS_F2008-89)
- evaluate data to make predictions and draw conclusions [see: 6MA_F2007-76] (GPS) (6MAS_F2008-90)
- relate data analysis to the context of the questions posed [see: 6MA_F2007-77] (GPS) (6MAS_F2008-91)
- list outcomes and events for sample spaces [see: 6MA_F2007-78] (GPS) (6MAS_F2008-92)
- use probabilities to predict the likelihood of an event and represent the probability as a ratio [see: 6MA_F2007-79] (GPS) (6MAS_F2008-93)
- conduct trials/simulations and analyze the relationship between experimental probability (actual outcome) and theoretical probability (expected outcome) [see: 6MA_F2007-80] (GPS, ITBS) (6MAS_F2008-94)
- determine and use a ratio to represent the theoretical probability of a given event [see: 6MA_F2007-81] (GPS, ITBS) (6MAS_F2008-95)
- explain how experimental probability approaches theoretical probability when the number of trials is large [see: 6MA_F2007-82] (GPS, ITBS) (6MAS_F2008-96)
- formulate and pose questions, collect data (from a census of at least 30 objects), represent and analyze data, and interpret results from samples of varying sizes [see: 7MA_E2007-44] (GPS) (6MAS_F2008-97)
- read and analyze data using appropriate graphs, including pictographs, histograms, bar graphs, line graphs, circle graphs, line plots, box-and-whisker plots, stem and leaf plots, and scatter plots [see: 7MA_E2007-45] (GPS, ITBS) (6MAS_F2008-98)
- read, analyze, interpret, and draw conclusions about data, including describing the relationship between two variables [see: 7MA_E2007-46] (GPS, ITBS) (6MAS_F2008-99)
- construct frequency distributions [see: 7MA_E2007-47] (GPS) (6MAS_F2008-100)
- analyze data using measures of central tendency (mean, median, and mode) [see: 7MA_E2007-48] (GPS, ITBS) (6MAS_F2008-101)
- explain the meaning of quartiles in a data set [see: 7MA_E2007-49] (GPS, ITBS) (6MAS_F2008-102)
- analyze data with respect to measures of variation (range, interquartile range, and recognition of outliers) [see: 7MA_E2007-50] (GPS) (6MAS_F2008-103)
- compare measures of central tendency and variation from samples to those from a census to demonstrate that sample statistics are more likely to approximate the population parameters as sample size increases [see: 7MA_E2007-51] (GPS, ITBS) (6MAS_F2008-104)
- use tree diagrams to find the number of outcomes related to a given event [see: 8MA_E2007-70] (GPS) (6MAS_F2008-105)
- apply the addition and multiplication principles of counting to determine the number of outcomes related to a given event [see: 8MA_E2007-71] (GPS) (6MAS_F2008-106)
- find the probability of simple independent events [see: 8MA_E2007-72] (GPS) (6MAS_F2008-107)
- find the probability of compound independent events [see: 8MA_E2007-73] (GPS) (6MAS_F2008-108)

G - Reading Across the Curriculum

- read and discuss mathematical material to establish context for subject matter, develop mathematical vocabulary, and to be aware of current research [see: 6MA_G2007-83] (GPS) (6MAS_G2008-109)

Science

A - Characteristics of Science

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

B - Astronomy

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

C - Hydrology

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

D - Meteorology

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

E - Geology

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

F - Paleontology

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

G - Ecology

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

Social Studies

A - Map and Globe Skills

- use cardinal directions (GPS) (6SS_A2009-1)
- use intermediate directions (GPS) (6SS_A2009-2)
- use a letter/number grid system to determine location (GPS) (6SS_A2009-3)
- compare and contrast the categories of natural, cultural, and political features found on maps (GPS) (6SS_A2009-4)
- use customary and metric map scales to determine distance on a map (GPS) (6SS_A2009-5)
- use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps (GPS) (6SS_A2009-6)
- use a map to explain the impact of geography on historical and current events (GPS) (6SS_A2009-7)
- draw conclusions and make generalizations based on information from maps (GPS) (6SS_A2009-8)
- use latitude and longitude to determine location (GPS) (6SS_A2009-9)
- use graphic scales to determine distances on a map (GPS) (6SS_A2009-10)
- compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities (GPS) (6SS_A2009-11)
- compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations (GPS) (6SS_A2009-12)

B - Information and Processing Skills

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

C - Latin America and the Caribbean

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

D - Canada

- locate selected features of Canada (GPS) (6SS_D2009-43)
- analyze the impact of location, climate, distribution of natural resources, and population distribution on Canada (GPS) (6SS_D2009-44)

- discuss environmental issues in Canada (GPS) (6SS_D2009-45)
- explain the structure of the national government of Canada (GPS) (6SS_D2009-46)
- explain the impact of European contact on Canada (GPS) (6SS_D2009-47)
- analyze important contemporary issues in Canada (GPS) (6SS_D2009-48)

E - Europe

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

F - Australia

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

Band

A - Tone Production

- demonstrate characteristic tone quality and identify the timbre of band instruments (QCC) (6BA_A2005-1)
- demonstrate proper posture, hand position, embouchure, and breath support (QCC) (6BA_A2005-2)
- tune instrument with assistance and demonstrate increasing awareness of good intonation (QCC) (6BA_A2005-3)

B - Rhythm

- keep steady tempo and count rhythmically (QCC) (6BA_B2005-4)
- count and perform basic rhythms in varying time signatures (QCC) (6BA_B2005-5)

C - Technique

- perform a minimum of two appropriate major scales and arpeggios on wind instruments and mallets; perform a minimum of two rudiments on snare (QCC) (6BA_C2005-6)
- demonstrate frequently used articulations (QCC) (6BA_C2005-7)
- recognize and respond appropriately to dynamic markings (QCC) (6BA_C2005-8)

D - Style, Theory, History, and Culture

- exemplify phrase and melody through performance (QCC) (6BA_D2005-9)
- perform music from a variety of musical genres, forms, styles, and/or historical periods (QCC) (6BA_D2005-10)
- exemplify frequently used music terms and symbols (QCC) (6BA_D2005-11)
- identify notes, enharmonic equivalents, intervals, and concert pitch for personal instrument and transpose music for the instrument (QCC) (6BA_D2005-12)
- construct major scales based on whole and half-step patterns (QCC) (6BA_D2005-13)
- explore improvisation of simple melodies within scales and key signatures studied (QCC, CE) (6BA_D2005-14)
- create, notate, and perform a simple melody for personal instrument (QCC, CE) (6BA_D2005-15)
- recognize harmony and demonstrate an awareness of its role in performance (QCC) (6BA_D2005-16)
- exhibit form in music repertoire (QCC) (6BA_D2005-17)
- explore historical, biographical, and cultural influences on music performed (QCC, CE) (6BA_D2005-18)
- describe the evolution and history of band instruments (QCC, CE) (6BA_D2005-19)

E - Synthesis and Application

- demonstrate proper assembly, care, and maintenance of instrument (CE) (6BA_E2005-20)
- use print, non-print, and/or technological media to access musical information (QCC) (6BA_E2005-21)
- perform individually, in small groups, and as a member of an ensemble (QCC) (6BA_E2005-22)
- demonstrate responsibility to the group through attendance, punctuality, cooperation, listening, preparation, and acceptable behavior (QCC, CE) (6BA_E2005-23)
- respond appropriately to conducting techniques used by the director (QCC) (6BA_E2005-24)
- critique music performed by the ensemble and suggest ways to improve (QCC) (6BA_E2005-25)
- perform class repertoire at expected competency level; sight-read one grade level below average competency level (QCC) (6BA_E2005-26)
- perform publicly at least twice per year (QCC) (6BA_E2005-27)

Business and Computer Science

A - Keyboarding

- develop keyboarding skills by touch with speed and accuracy (GPS) (6CS_A2009-1)

B - 21st Century Skills

- develop and model employability skills (GPS) (6CS_B2009-2)
- develop an individual career plan reflecting personal traits and beliefs (GPS) (6CS_B2009-3)

C - Computer Applications

- apply basic word processing skills to documents (GPS) (6CS_C2009-4)
- utilize a spreadsheet application (GPS) (6CS_C2009-5)
- investigate the use of database application (GPS) (6CS_C2009-6)
- utilize desktop publishing software (GPS) (6CS_C2009-7)
- design and produce a multimedia presentation (GPS) (6CS_C2009-8)

D - Internet and Safety

- demonstrate computer safety and file maintenance (GPS) (6CS_D2009-9)
- discuss Internet safety and security issues (GPS) (6CS_D2009-10)
- utilize the Internet as a resource (GPS) (6CS_D2009-11)

E - Information Systems

- classify computer system components (GPS) (6CS_E2009-12)

Career Connections

A -

- examine aptitude, abilities, skills, personality, interests, and attitudes in relation to career goals (QCC) (6CC_A2006-1)
- discuss the personal significance of work (QCC) (6CC_A2006-2)
- demonstrate an effective decision-making process (QCC) (6CC_A2006-3)
- investigate events or conditions that may lead to career changes (QCC) (6CC_A2006-4)
- investigate career clusters (QCC) (6CC_A2006-5)
- examine the influences of societal changes on the work environment (QCC) (6CC_A2006-6)
- use handbooks and/or other reference sources to obtain information about specific careers (QCC) (6CC_A2006-7)
- identify sources of information about employment opportunities (QCC) (6CC_A2006-8)
- complete employment documents properly (QCC) (6CC_A2006-9)
- describe and demonstrate the attitudes and habits necessary for job success and advancement (QCC) (6CC_A2006-10)
- use effective oral and written communication skills (QCC) (6CC_A2006-11)
- evaluate the importance of a positive attitude (QCC) (6CC_A2006-12)
- identify appropriate dress for job setting (QCC) (6CC_A2006-13)
- discuss the relationship between educational skills and employment skills and identify skills that can be transferred from one occupation to another (QCC) (6CC_A2006-14)
- explore the relationship among extracurricular activities, postsecondary education, and career options (QCC) (6CC_A2006-15)
- explore personal short-term and long-term career goals (QCC) (6CC_A2006-16)
- describe the connection between life roles and lifestyles (QCC) (6CC_A2006-17)

Chorus

A - Individual Performance Skills

- sing accurate rhythms and pitches with well-supported tone (QCC) (6CH_A2005-1)
- demonstrate diaphragmatic breathing (QCC) (6CH_A2005-2)
- demonstrate correct singing posture (QCC) (6CH_A2005-3)
- demonstrate open vowels and properly articulated consonants (QCC) (6CH_A2005-4)
- explore proper care of the vocal instrument (QCC) (6CH_A2005-5)
- employ terms and symbols referring to tempo, articulation, dynamics, and expression (QCC) (6CH_A2005-6)
- sing a major scale and arpeggio on solfege or numbered scale degrees (QCC) (6CH_A2005-7)

B - Ensemble Performance Skills

- sing an assigned part in an ensemble with and without accompaniment (QCC) (6CH_B2005-8)
- sight-read exercises containing whole, half, quarter, and eighth notes and rests in simple meter and melodic scalewise passages with at least the range of fifth (QCC) (6CH_B2005-9)
- exhibit confidence and self discipline in performance (QCC, CE) (6CH_B2005-10)
- interpret meaning of texts in repertoire (QCC) (6CH_B2005-11)
- sing literature in unison and two parts (QCC, CE) (6CH_B2005-12)
- demonstrate responsibility to the group through attendance, punctuality, cooperation, leadership, listening, preparation, and acceptable behavior (QCC, CE) (6CH_B2005-13)
- respond appropriately to conducting techniques used by the director (QCC) (6CH_B2005-14)
- sing selected music from memory for public performance at least twice per year (QCC) (6CH_B2005-15)

C - Music Theory

- identify whole, half, quarter, and eighth notes and corresponding rests in simple and compound meters; identify notes in treble and bass clefs (QCC) (6CH_C2005-16)
- identify soprano, alto, tenor, and bass voices (QCC) (6CH_C2005-17)
- discriminate between major and minor scales including the recognition of key signatures in the music performed (QCC) (6CH_C2005-18)
- explore various musical forms in literature performed (QCC) (6CH_C2005-19)
- use print and non-print media to locate definitions of musical terms and to translate foreign language texts (QCC) (6CH_C2005-20)

D - Cultural and Historical Context

- explore influence that individual composers, cultures, and style period varieties have on interpretation of choral repertoire (QCC) (6CH_D2005-21)
- use established criteria to objectively evaluate musical performances (6CH_D2005-22)
- explore stylistic characteristics and setting through analysis of music elements (QCC) (6CH_D2005-23)

E - Creative Skills

- explore compositional skills (QCC, CE) (6CH_E2005-24)
- describe how technology is used to transcribe, edit, compose, and perform music on a computer station (QCC) (6CH_E2005-25)

Engineering and Technology

A - Academic Knowledge

- examine the nature of engineering and technology (GPS) (6ET_A2009-1)
- evaluate the impact of engineering and technology on society (GPS) (6ET_A2009-2)
- explain the engineering design process (GPS) (6ET_A2009-3)
- demonstrate an understanding for a technological world through hands-on projects (GPS) (6ET_A2009-4)
- investigate the design world of engineering, electronics, manufacturing, or energy systems (GPS) (6ET_A2009-5)
- examine and research careers in fields related to engineering and technology (GPS) (6ET_A2009-6)
- develop leadership skills and work ethics (GPS) (6ET_A2009-7)

Family and Consumer Science

A - Nutrition and Foods

- identify and explain the Dietary Guidelines for Americans (QCC) (6FC_A2006-1)
- classify foods according to the MyPyramid and list recommended servings and size of each (QCC) (6FC_A2006-2)
- identify the six essential nutrients and their functions (QCC) (6FC_A2006-3)
- interpret nutrition information on food labels (QCC) (6FC_A2006-4)
- identify basic food preparation utensils and equipment and describe their use and care (QCC) (6FC_A2006-5)
- demonstrate proper measuring techniques for ingredients (QCC) (6FC_A2006-6)
- interpret and follow a recipe (QCC) (6FC_A2006-7)
- alter a recipe's yield (QCC) (6FC_A2006-8)
- identify guidelines for appropriate meal service and dining etiquette (QCC) (6FC_A2006-9)
- identify and practice proper kitchen safety and sanitation procedures (QCC) (6FC_A2006-10)

B - Housing and Consumer Economics

- demonstrate practices relating current technology to issues concerning the home and family (QCC) (6FC_B2006-11)
- explore money management (QCC) (6FC_B2006-12)
- identify consumer responsibilities and rights (QCC) (6FC_B2006-13)
- demonstrate a product comparison (QCC) (6FC_B2006-14)
- evaluate the pros and cons associated with advertising (QCC) (6FC_B2006-15)
- identify the major factors that influence housing choices (QCC) (6FC_B2006-16)
- identify and practice important home sanitation and safety precautions (QCC) (6FC_B2006-17)
- identify the elements and principles of design and their use in the home (QCC) (6FC_B2006-18)
- select and arrange furniture and accessories (QCC) (6FC_B2006-19)
- explore organization and maintenance of the household environment (QCC) (6FC_B2006-20)

C - Textiles and Apparel

- evaluate criteria important to personal selection of clothing (QCC) (6FC_C2006-21)
- demonstrate routine care and storage practice for clothing (QCC) (6FC_C2006-22)
- identify laundry procedures from a care label (QCC) (6FC_C2006-23)
- demonstrate use of basic sewing equipment (QCC) (6FC_C2006-24)
- demonstrate basic stitching techniques and minor repair of clothing (QCC) (6FC_C2006-25)
- identify parts of a sewing machine and their functions (QCC) (6FC_C2006-26)
- demonstrate the operation of a sewing machine (QCC) (6FC_C2006-27)
- construct a project using a sewing machine (QCC) (6FC_C2006-28)

D - Individual and Family Development

- identify the stages of the life cycle and their characteristics (QCC) (6FC_D2006-29)
- define self-concept and ways to enhance self esteem (QCC) (6FC_D2006-30)
- demonstrate use of the decision-making process (QCC) (6FC_D2006-31)
- define personal image and explain the importance of grooming (QCC) (6FC_D2006-32)
- describe appropriate care and activities for children of various ages (QCC) (6FC_D2006-33)
- identify special safety guidelines for children (QCC) (6FC_D2006-34)
- identify physical, social, intellectual, and emotional needs which should be satisfied by the family (QCC) (6FC_D2006-35)
- explore positive and negative family interaction and communication (QCC) (6FC_D2006-36)
- compare and contrast positive and negative personal relationships (QCC) (6FC_D2006-37)
- identify and describe common eating disorders (QCC) (6FC_D2006-38)
- demonstrate proper etiquette/manners (QCC) (6FC_D2006-39)
- explore opportunities for careers in Family and Consumer Sciences (QCC) (6FC_D2006-40)
- develop habits that promote future employability and job-readiness (QCC) (6FC_D2006-41)

General Music

A - Listening Skills

- listen to and evaluate a variety of musical examples and suggest ways of improving performance (QCC) (6GM_A2005-1)
- aurally recognize steady beat, syncopation, meter, melodic changes, harmony, and change of mode and key within a musical example (QCC) (6GM_A2005-2)
- explore the effects of timbre on the mood of a composition (QCC) (6GM_A2005-3)
- explore AB, ABA, theme and variation, chorus and refrain, suite, rondo, and first and second endings (QCC) (6GM_A2005-4)
- recognize, discriminate, and explore various dynamic levels, tonal and atonal music, and nontraditional sound sources (QCC) (6GM_A2005-5)
- use appropriate music vocabulary when referring to characteristics of music (QCC) (6GM_A2005-6)
- explore musical characteristics of various cultures and historical periods (QCC, CE) (6GM_A2005-7)
- identify soprano, alto, tenor, bass, and cambiata (QCC) (6GM_A2005-8)
- compare contrasting performances of the same composition (QCC) (6GM_A2005-9)

B - Performance Skills

- sing unison and two-part music with appropriate tone quality, pitch accuracy, style, diction, balance, and blend (QCC) (6GM_B2005-10)
- use melodic instruments to accompany individual or group singing (QCC) (6GM_B2005-11)
- conduct duple and triple meters (QCC) (6GM_B2005-12)
- explore folk and ethnic dances from a variety of cultures (QCC) (6GM_B2005-13)
- explore chords I, IV, and V7 (tonic, subdominant, and dominate seventh) in several keys (QCC) (6GM_B2005-14)
- explore the keyboard by constructing major and minor scales, octaves, and chords (block and broken) (QCC) (6GM_B2005-15)
- follow visually notation in treble and bass clefs while sight-reading simple rhythms (QCC) (6GM_B2005-16)

C - Creative Skills

- explore individual and group compositions of music and movement (QCC) (6GM_C2005-17)
- create simple accompaniments for songs (QCC, CE) (6GM_C2005-18)
- create simple original compositions using melodic, percussive, electronic, and environmental sounds (QCC, CE) (6GM_C2005-19)
- create original musical instruments and demonstrate simple original compositions (QCC, CE) (6GM_C2005-20)
- create planned and improvised musical settings for stories and poetry (QCC, CE) (6GM_C2005-21)

D - Integration

- explore the origin, historical period, place, and composer of selected musical examples using print and non-print media (QCC) (6GM_D2005-22)
- compare texture, form, and rhythm in music to analogous elements in the visual arts and poetry (QCC) (6GM_D2005-23)
- explore music as a cultural expression of ethnic groups (QCC, CE) (6GM_D2005-24)
- explore career opportunities in music (QCC, CE) (6GM_D2005-25)

Health

A - First Aid

- identify and explain the causes of extreme temperature emergencies and the appropriate strategies for prevention and treatment (QCC) (6HE_A2009-1)

B - Safety

- explain the personal responsibility of individuals and community members for maintaining public safety (QCC, CE) (6HE_B2009-2)

C - Personal Care

- explain the importance of assessing and providing for personal health needs (QCC, CE) (6HE_C2009-3)

D - Disease Prevention

- identify strategies for preventing, detecting, and controlling non-infectious diseases (QCC) (6HE_D2009-4)

E - Tobacco, Alcohol, and Other Drugs

- analyze the impact of tobacco, marijuana, and other drugs on individuals, families, and society (QCC) (6HE_E2009-5)
- examine school rules, system policies, and local, state, and federal laws regulating possession and use of tobacco products, marijuana, and other drugs (QCC) (6HE_E2009-6)
- apply and practice the responsible decision-making model to avoid threats to personal and community health (QCC, CE) (6HE_E2009-7)
- assess personal risk factors and protective factors for drug use (QCC) (6HE_E2009-8)

F - Nutrition

- analyze environmental and societal barriers to healthy eating and explore strategies for overcoming these barriers (QCC) (6HE_F2009-9)
- assess the nutritive value of various fast foods (6HE_F2009-10)

G - Emotional Expression / Mental Health

- express appropriate ways to build and maintain healthy relationships with peers, parents, and others (QCC, CE) (6HE_G2009-11)
- demonstrate ways to handle conflict without fighting (QCC, CE) (6HE_G2009-12)

H - Family Life

- recognize how sexual decisions can be influenced by group pressures (QCC) (6HE_H2009-13)
- summarize the process of human reproduction (QCC) (6HE_H2009-14)
- identify methods of preventing sexually transmitted diseases and whether or not they are effective (QCC) (6HE_H2009-15)
- recognize abstinence from any sexual activity as the only method to prevent pregnancy and sexually transmitted diseases (QCC) (6HE_H2009-16)

I - Applied Anatomy and Physiology

- identify the parts and discuss the functions of the male and female reproductive system (QCC) (6HE_I2009-17)
- identify the parts and discuss the function of the nervous, endocrine, and respiratory systems (QCC) (6HE_I2009-18)

Journalism

A - Journalism

- prewrite to generate ideas for writing (QCC) (6JO_A2001-1)
- draft writing to capture ideas and develop fluency (QCC) (6JO_A2001-2)
- revise writing to match purposes with audience and to improve content, organization, and style (QCC) (6JO_A2001-3)
- revise writing to eliminate wordiness (QCC) (6JO_A2001-4)
- edit for spelling, fragments, and run-on sentences (QCC) (6JO_A2001-5)
- use writing handouts, grammar checkers, and references to edit usage and mechanics (QCC) (6JO_A2001-6)
- write to report answers to research questions (QCC) (6JO_A2001-7)
- write, combine, and vary sentences to match purposes and audience (QCC) (6JO_A2001-8)
- distinguish between fact and opinion (QCC) (6JO_A2001-9)
- write Standard American English sentences with correct verb forms, punctuation, capitalization, possessives, plural forms, and other mechanics (QCC) (6JO_A2001-10)
- write for many purposes (news, editorials, features, and sports) (QCC) (6JO_A2001-11)
- defend editorial conclusions rationally (QCC) (6JO_A2001-12)
- read newspapers, charts, graphs, and technical documents for research (QCC) (6JO_A2001-13)
- read critically, ask pertinent questions, recognize assumptions and implications, and evaluate ideas (QCC) (6JO_A2001-14)
- identify, comprehend, and summarize the main and subordinate ideas (QCC) (6JO_A2001-15)
- take notes in interviews and discussions and report accurately what others have said (QCC) (6JO_A2001-16)
- use the research process: select a topic, formulate questions, identify key words, choose sources, skim, paraphrase, take notes, organize, summarize, and present ideas (QCC) (6JO_A2001-17)
- acquire new vocabulary through research and interview (QCC) (6JO_A2001-18)
- use a variety of print and non-print resources as parts of the research for stories (QCC) (6JO_A2001-19)
- draw reasoned conclusions from various sources (QCC) (6JO_A2001-20)
- recognize speaker's purpose and identify verbal and nonverbal components of communication (body language, facial expressions, gestures) (QCC) (6JO_A2001-21)
- identify strategies for prioritizing tasks to meet deadlines (QCC) (6JO_A2001-22)
- speak so others can hear and understand (QCC) (6JO_A2001-23)
- work as a team member to solve problems (QCC) (6JO_A2001-24)

B - Technology and Production/Publication Skills

- demonstrate ability to use appropriate medium for production/publications (for example, desktop publishing for print journalism, video equipment for broadcast journalism) (6JO_B2001-25)
- plan interviews for print and/or broadcast stories (6JO_B2001-26)
- develop interview questions (6JO_B2001-27)
- conduct and record interviews (6JO_B2001-28)
- utilize pre-writes, story boards, or split page format for story development (6JO_B2001-29)
- prepare and refine print articles/script for publication/production (6JO_B2001-30)
- differentiate writing used in news stories, feature stories, and editorials (6JO_B2001-31)

C - Knowledge of Journalism Ethics

- understand and practice the copyright law (QCC) (6JO_C2001-32)
- understand and practice the privileges of students and educators under the fair use guidelines of the copyright law (6JO_C2001-33)

D - Knowledge of Journalism Careers

- identify career opportunities in journalism (6JO_D2001-34)

Modern Languages Connections

A - Communication

- exchange basic greetings, farewells, and expressions of courtesy orally and in writing (GPS) (6MLC_A2009-1)
- respond to classroom directions (GPS) (6MLC_A2009-2)
- identify vocabulary and respond to simple questions on a variety of topics such as weather, time, family, home, school, and food (GPS) (6MLC_A2009-3)
- manipulate common sequences such as alphabet, calendar, and numbers (GPS) (6MLC_A2009-4)
- identify main ideas and basic details while reading or listening when strongly supported by context or illustrations (GPS) (6MLC_A2009-5)

B - Culture

- develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken (GPS) (6MLC_B2009-6)

C - Connections, Comparisons, and Communities

- discuss academic and/or career benefits of language study (GPS) (6MLC_C2009-7)
- use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another (GPS) (6MLC_C2009-8)
- compare the cultures of the target language countries to those of the United States (GPS) (6MLC_C2009-9)
- compare basic elements of the target language to the English language (GPS) (6MLC_C2009-10)
- demonstrate an awareness of current events in the target cultures (GPS) (6MLC_C2009-11)

Orchestra

A - Individual Performance Skills

- demonstrate correct left-hand position and finger placement, posture and instrument position (QCC) (6OR_A2005-1)
- demonstrate correct bow hold (QCC) (6OR_A2005-2)
- demonstrate various articulations (legato, staccato, slur, detached slur, and accent) (QCC) (6OR_A2005-3)
- produce good tone playing arco and pizzicato (QCC) (6OR_A2005-4)
- develop awareness of good intonation (QCC) (6OR_A2005-5)
- count and perform rhythmically in a steady tempo (QCC) (6OR_A2005-6)
- read and perform rhythms containing whole notes, half notes, quarter notes, eighth notes, dotted half notes, and their corresponding rests (QCC) (6OR_A2005-7)
- recognize and play melodies and exercises in 2/4, 3/4, and 4/4 time signatures (QCC) (6OR_A2005-8)
- recognize and play melodies and exercises written in the keys of C, G, and D major (QCC) (6OR_A2005-9)
- play C and D major scales (one octave) and G major scale (two octaves) (violins) (QCC) (6OR_A2005-10)
- play D and G major scales (one octave) and C major scale (two octaves) (violas and cellos) (QCC) (6OR_A2005-11)
- play C, D, and G major scales (one octave) (double bass) (QCC) (6OR_A2005-12)
- imitate rhythms and short, simple melodies (QCC) (6OR_A2005-13)
- respond appropriately to dynamic markings (QCC) (6OR_A2005-14)
- identify common music symbols at expected competency level (repeat sign, D.C. and D.S., 1st and 2nd endings signs, down bow, and up bow signs) (QCC) (6OR_A2005-15)

B - Ensemble Performance Skills

- demonstrate appropriate concert etiquette at live concerts (CE) (6OR_B2005-16)
- perform publicly at least twice per year at expected competency level (QCC) (6OR_B2005-17)
- maintain ensemble in various two-part, unison, and polyphonic textures (QCC) (6OR_B2005-18)
- demonstrate awareness of individual roles within the ensemble relating to balance, blend, dynamics, and phrasing (QCC) (6OR_B2005-19)
- critique music performed by the ensemble and suggest improvements (QCC) (6OR_B2005-20)
- develop competencies related to individual responsibility to the group as it pertains to attendance, punctuality, cooperation, leadership, listening, preparation, and acceptable behavior (QCC, CE) (6OR_B2005-21)

C - Music Theory

- identify notes in the staff and on ledger lines of respective clef (QCC) (6OR_C2005-22)
- read notes required for D, G, and C major scales (QCC) (6OR_C2005-23)
- construct major scales based on half- and whole steps (6OR_C2005-24)
- improvise an original melody from a given range of pitches and rhythms (QCC) (6OR_C2005-25)

D - Cultural and Historical Context

- identify and compare performance styles of music learned in class (QCC) (6OR_D2005-26)
- explore the evolution and history of orchestral string instruments (QCC) (6OR_D2005-27)
- explore music by composers and performers of various cultural and ethnical backgrounds (QCC, CE) (6OR_D2005-28)

E - Instrument Care

- demonstrate knowledge of the parts of the instrument and bow (QCC) (6OR_E2005-29)
- demonstrate proper care and maintenance of instruments (CE) (6OR_E2005-30)

Peer Leadership

A -

- describe the role, functions, and characteristics of a peer leader (QCC) (6PL_A1998-2)
- adhere to established ground rules and the National Peer Helping Association ethical guidelines (6PL_A1998-3)
- explore and apply the fundamental characteristics of facilitative relationships and communication skills (QCC) (6PL_A1998-4)
- identify and demonstrate interpersonal skills necessary to maintain positive peer relationships (QCC) (6PL_A1998-6)
- demonstrate an understanding of problem-solving and/or mediation techniques (QCC) (6PL_A1998-7)
- identify methods of conflict/anger management (QCC) (6PL_A1998-8)
- explore the concepts of prejudice and discrimination and their impact on peer relationships (QCC) (6PL_A1998-9)
- identify elements of group interaction (QCC) (6PL_A1998-10)
- utilize elements of successful group interactions by participating in a variety of roles within group settings (QCC) (6PL_A1998-11)
- participate in assigned targeted groups within the school community (QCC) (6PL_A1998-12)
- define positive and negative aspects of peer pressure (QCC) (6PL_A1998-13)
- indicate a variety of alternatives to negative peer pressure (QCC) (6PL_A1998-14)
- explore how personal responsibility relates to long and short range life and career goals (QCC) (6PL_A1998-15)
- establish roles, responsibilities, and procedures related to peer tutoring including effective study habits, test-taking skills, and time management (QCC) (6PL_A1998-16)
- demonstrate knowledge and skills of peer leadership intervention strategies in a variety of settings (6PL_A1998-17)
- utilize knowledge and understanding gained through individual and/or group projects (6PL_A1998-18)

Physical Education

A - Fitness

- participate in health-enhancing fitness activities (QCC, CE) (6PE_A2009-1)
- demonstrate progress toward or meet health-related fitness standards as defined by research (6PE_A2009-2)
- apply basic training principles to improve flexibility (6PE_A2009-3)
- describe the differences between health and skill-related fitness (6PE_A2009-4)

B - Motor Skills and Movement Patterns

- demonstrate increased competency in throwing and catching (6PE_B2009-5)
- demonstrate increased competency striking with an implement (6PE_B2009-6)
- demonstrate increased competency in applying timing and rhythm sequences (6PE_B2009-7)

C - Movement Concepts and Principles

- identify movement concepts and principles related to the learning and development of motor skills (QCC) (6PE_C2009-8)
- identify offensive and defensive strategies in complex settings (QCC) (6PE_C2009-9)

D - Personal and Social Behaviors

- exhibit responsible personal and social behavior that respects self and others in physical activity settings (6PE_D2009-10)
- demonstrate how to work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive settings (6PE_D2009-11)

Study Skills

A-

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

Theatre Arts

A - Creation and Performance

- use sensory and emotional recall to interpret experience through theatre activities (QCC) (6TA_A2005-1)
- use improvisation techniques within theatre arts activities (QCC) (6TA_A2005-2)
- identify and apply vocal techniques appropriate to theatre activities to interpret meaning and character (QCC) (6TA_A2005-3)
- identify and apply movement techniques appropriate to theatre activities (QCC) (6TA_A2005-4)
- design and create simple scenery, costumes, props, lighting, sound, music, and/or makeup for presentational theatre activities (QCC) (6TA_A2005-5)
- recognize and respond to the role and responsibilities of an actor, director, playwright, theatre technician, and audience in theatre activities (QCC, CE) (6TA_A2005-6)
- apply appropriate theatre skills and use available resources to develop and resolve dramatic problems (QCC) (6TA_A2005-7)
- select, adapt, and present appropriate literature and folklore (plays, poems, narratives, diaries, myths, stories, books, monologues, broadcasts, and print media) (QCC) (6TA_A2005-8)
- recognize vocabulary related to theatre arts (QCC) (6TA_A2005-9)
- demonstrate responsibility to the group through attendance, punctuality, cooperation, leadership, listening, preparation, and self-discipline (QCC) (6TA_A2005-10)
- employ the playwriting process when creating scripts (QCC) (6TA_A2005-11)

B - Perception and Analysis

- evaluate theatre presentations (QCC) (6TA_B2005-12)
- recognize the relationship between theatre and other disciplines (QCC) (6TA_B2005-13)

C - Cultural and Historical Context

- describe personal and universal themes through theatre activities (QCC) (6TA_C2005-14)
- identify historical and multicultural heritage in theatre (QCC) (6TA_C2005-15)

Visual Arts

A - Creation and Performance

- create artwork from visual memories, imagination and/or emotions (QCC, CE) (6VA_A2005-1)
- produce artwork to emphasize elements and principles of art (QCC) (6VA_A2005-2)
- demonstrate understanding of the use of art elements and principles through the production of art (QCC) (6VA_A2005-3)
- demonstrate proper technique, care, and safe use of art materials and tools (QCC, CE) (6VA_A2005-4)
- explore the creation of art using technology (QCC, CE) (6VA_A2005-5)

B - Perception and Analysis

- identify elements of art in artworks and the environment (QCC) (6VA_B2005-6)
- explore the process of critical analysis of art (description, interpretation, analysis, and judgment) (QCC) (6VA_B2005-7)
- identify media in works of art (QCC) (6VA_B2005-8)
- identify the function of art when present (stained glass, architecture, pottery) (QCC) (6VA_B2005-9)
- explore properties of color (QCC) (6VA_B2005-10)
- describe how elements and principles of art are used to affect the mood or expressive content of artworks (QCC) (6VA_B2005-11)

C - Cultural and Historical Context

- explore relationships between visual arts and other disciplines (QCC) (6VA_C2005-12)
- explore various art techniques and styles of different cultures (QCC, CE) (6VA_C2005-13)
- explore the creation of art through historical events and contemporary developments (QCC) (6VA_C2005-14)

High-Frequency Spelling Words, K–8

The following list of words, the most frequently used in writing, will be assessed at each grade level, as shown on the chart below.

		Minimum Assessment Requirement			Practice and Maintain Proficiency								
Grade		Requirement			Proficiency								
K/R		None			None								
1		1–35			None								
2		36–170			1–35								
3		171–335			1–170								
4		336–500			1–335								
5		501–675			1–500								
6		676–850			1–675								
7		851–1025			1–800								
8		1026–1200			1–1025								
1	the	52	them	103	back	154	between	205	boy	256	young	307	book
2	of	53	then	104	much	155	name	206	once	257	sun	308	gave
3	and	54	she	105	go	156	should	207	animal	258	thing	309	order
4	a	55	many	106	good	157	home	208	life	259	whole	310	open
5	to	56	some	107	new	158	big	209	enough	260	hear	311	ground
6	in	57	so	108	write	159	give	210	took	261	example	312	cold
7	is	58	these	109	our	160	air	211	four	262	heard	313	really
8	you	59	would	110	me	161	line	212	head	263	several	314	table
9	that	60	other	111	man	162	set	213	above	264	change	315	remember
10	it	61	into	112	too	163	own	214	kind	265	answer	316	tree
11	he	62	has	113	any	164	under	215	began	266	room	317	course
12	for	63	more	114	day	165	read	216	almost	267	sea	318	front
13	was	64	her	115	same	166	last	217	live	268	against	319	American
14	on	65	two	116	right	167	never	218	page	269	top	320	space
15	are	66	like	117	look	168	us	219	got	270	turned	321	inside
16	as	67	him	118	think	169	left	220	earth	271	learn	322	ago
17	with	68	see	119	also	170	end	221	need	272	point	323	sad
18	his	69	time	120	around	171	along	222	far	273	city	324	early
19	they	70	could	121	another	172	while	223	hand	274	play	325	I'll
20	at	71	no	122	came	173	might	224	high	275	toward	326	learned
21	be	72	make	123	come	174	next	225	year	276	five	327	brought
22	this	73	than	124	work	175	sound	226	mother	277	himself	328	close
23	from	74	first	125	three	176	below	227	light	278	usually	329	nothing
24	I	75	been	126	must	177	saw	228	country	279	money	330	though
25	have	76	its	127	because	178	something	229	father	280	seen	331	idea
26	or	77	who	128	does	179	thought	230	let	281	didn't	332	before
27	by	78	now	129	part	180	both	231	night	282	car	333	lived
28	one	79	people	130	even	181	few	232	picture	283	morning	334	became
29	had	80	my	131	place	182	those	233	being	284	I'm	335	add
30	not	81	made	132	well	183	always	234	study	285	body	336	become
31	but	82	over	133	such	184	show	235	second	286	upon	337	grow
32	what	83	did	134	here	185	large	236	soon	287	family	338	draw
33	all	84	down	135	take	186	often	237	story	288	later	339	yet
34	were	85	only	136	why	187	together	238	since	289	turn	340	less
35	when	86	way	137	help	188	asked	239	white	290	move	341	wind
36	we	87	find	138	put	189	house	240	ever	291	face	342	behind
37	there	88	use	139	different	190	don't	241	paper	292	door	343	cannot
38	can	89	may	140	away	191	world	242	hard	293	cut	344	letter
39	an	90	water	141	again	192	going	243	near	294	done	345	among
40	your	91	long	142	off	193	want	244	sentence	295	group	346	able
41	which	92	little	143	went	194	school	245	better	296	true	347	dog
42	their	93	very	144	old	195	important	246	best	297	half	348	shown
43	said	94	after	145	number	196	until	247	across	298	red	349	mean
44	if	95	words	146	great	197	form	248	during	299	fish	350	English
45	do	96	called	147	tell	198	food	249	today	300	plants	351	rest
46	will	97	just	148	men	199	keep	250	however	301	living	352	perhaps
47	each	98	where	149	say	200	children	251	sure	302	black	353	certain
48	about	99	most	150	small	201	feet	252	knew	303	eat	354	six
49	how	100	know	151	every	202	land	253	it's	304	short	355	feel
50	up	101	get	152	found	203	side	254	try	305	United States	356	fire
51	out	102	through	153	still	204	without	255	told	306	run	357	ready

358	green	426	heavy	494	reading	562	street	630	temperature	698	drive	766	safe
359	yes	427	carefully	495	fall	563	couldn't	631	pair	699	lead	767	grown
360	built	428	follow	496	poor	564	reason	632	ahead	700	break	768	cost
361	special	429	beautiful	497	map	565	difference	633	wrong	701	sit	769	wear
362	ran	430	everyone	498	friend	566	maybe	634	practice	702	bought	770	act
363	full	431	leave	499	language	567	history	635	sand	703	radio	771	hat
364	town	432	everything	500	job	568	mouth	636	tail	704	method	772	arm
365	complete	433	game	501	music	569	middle	637	wait	705	king	773	believe
366	oh	434	system	502	buy	570	step	638	difficult	706	similar	774	major
367	person	435	bring	503	window	571	child	639	general	707	return	775	gray
368	hot	436	watch	504	mark	572	strange	640	cover	708	corn	776	wonder
369	anything	437	shell	505	heat	573	wish	641	material	709	decide	777	include
370	hold	438	dry	506	grew	574	soil	642	isn't	710	position	778	describe
371	state	439	within	507	listen	575	human	643	thousand	711	bear	779	electric
372	list	440	floor	508	ask	576	trip	644	sign	712	hope	780	sold
373	stood	441	ice	509	single	577	woman	645	guess	713	song	781	visit
374	hundred	442	ship	510	clear	578	eye	646	forward	714	engine	782	sheep
375	ten	443	themselves	511	energy	579	milk	647	huge	715	board	783	I'd
376	fast	444	begin	512	week	580	choose	648	ride	716	control	784	office
377	felt	445	fact	513	explain	581	north	649	region	717	spread	785	row
378	kept	446	third	514	lost	582	seven	650	nor	718	evening	786	contain
379	notice	447	quite	515	spring	583	famous	651	period	719	brown	787	fit
380	can't	448	carry	516	travel	584	late	652	blood	720	clean	788	equal
381	strong	449	distance	517	wrote	585	pay	653	rich	721	wouldn't	789	value
382	voice	450	although	518	farm	586	sleep	654	team	722	section	790	yard
383	probably	451	sat	519	circle	587	iron	655	corner	723	spent	791	beat
384	area	452	possible	520	whose	588	trouble	656	cat	724	ring	792	inch
385	horse	453	heart	521	correct	589	store	657	amount	725	teeth	793	sugar
386	matter	454	real	522	bed	590	beside	658	garden	726	quiet	794	key
387	stand	455	simple	523	measure	591	oil	659	led	727	ancient	795	product
388	box	456	snow	524	straight	592	modern	660	note	728	stick	796	desert
389	start	457	rain	525	base	593	fun	661	various	729	afternoon	797	bank
390	that's	458	suddenly	526	mountain	594	catch	662	race	730	silver	798	farther
391	class	459	easy	527	cot	595	business	663	bit	731	nose	799	won
392	piece	460	leaves	528	hair	596	reach	664	result	732	century	800	total
393	surface	461	lay	529	bird	597	lot	665	brother	733	therefore	801	sell
394	river	462	size	530	wood	598	won't	666	addition	734	level	802	wire
395	common	463	wild	531	color	599	case	667	doesn't	735	you'll	803	rose
396	stop	464	weather	532	war	600	speak	668	dead	736	death	804	cotton
397	am	465	miss	533	fly	601	shape	669	weight	737	hole	805	spoke
398	talk	466	pattern	534	yourself	602	eight	670	thin	738	coast	806	rope
399	whether	467	sky	535	seem	603	edge	671	stone	739	cross	807	fear
400	fine	468	walked	536	thus	604	soft	672	hit	740	sharp	808	shore
401	round	469	main	537	square	605	village	673	wife	741	fight	809	throughout
402	dark	470	someone	538	moment	606	object	674	island	742	capital	810	compare
403	past	471	center	539	teacher	607	age	675	we'll	743	fill	811	movement
404	ball	472	field	540	happy	608	minute	676	opposite	744	deal	812	exercise
405	girl	473	stay	541	bright	609	wall	677	born	745	busy	813	bread
406	road	474	itself	542	sent	610	meet	678	sense	746	beyond	814	process
407	blue	475	boat	543	present	611	record	679	cattle	747	send	815	nature
408	instead	476	question	544	plan	612	copy	680	million	748	love	816	apart
409	either	477	wide	545	rather	613	forest	681	anyone	749	cool	817	path
410	held	478	least	546	length	614	especially	682	rule	750	cause	818	careful
411	already	479	tiny	547	speed	615	necessary	683	science	751	please	819	narrow
412	warm	480	hour	548	machine	616	he's	684	afraid	752	meat	820	mental
413	gone	481	happened	549	information	617	unit	685	women	753	lady	821	nine
414	finally	482	foot	550	except	618	flat	686	produce	754	west	822	useful
415	summer	483	care	551	figure	619	direction	687	pull	755	glad	823	public
416	understand	484	low	552	you're	620	south	688	son	756	action	824	according
417	moon	485	else	553	free	621	subject	689	meant	757	pass	825	steel
418	animals	486	gold	554	fell	622	skin	690	broken	758	type	826	salt
419	mind	487	build	555	suppose	623	wasn't	691	interest	759	attention	827	speech
420	outside	488	glass	556	natural	624	I've	692	chance	760	gas	828	forth
421	power	489	rock	557	ocean	625	yellow	693	thick	761	kitchen	829	nation
422	problem	490	tall	558	government	626	party	694	sight	762	pick	830	knowledge
423	longer	491	alone	559	longer	627	force	695	pretty	763	scale	831	appear
424	winter	492	bottom	560	grass	628	test	696	train	764	basic	832	ate
425	deep	493	check	561	plane	629	bad	697	fresh	765	happen	833	dinner

834	hurt	902	supply	970	tomorrow	1038	bicycle	1106	parents	1174	offered
835	spend	903	laid	971	drove	1039	secret	1107	style	1175	apply
836	experiment	904	dear	972	population	1040	soldier	1108	education	1176	improve
837	touch	905	surprise	973	finish	1041	silent	1109	required	1177	stomach
838	drop	906	gun	974	station	1042	structure	1110	political	1178	collect
839	chair	907	entire	975	shook	1043	height	1111	daughter	1179	prevent
840	east	908	fruit	976	stage	1044	observe	1112	individual	1180	courage
841	separate	909	crowd	977	oxygen	1045	indicate	1113	progress	1181	occur
842	truck	910	band	978	poem	1046	railroad	1114	altogether	1182	foreign
843	sing	911	wet	979	solution	1047	knife	1115	activities	1183	quality
844	column	912	solid	980	burn	1048	married	1116	article	1184	terrible
845	twice	913	northern	981	cent	1049	suggested	1117	equipment	1185	instrument
846	particular	914	flower	982	electricity	1050	entered	1118	discuss	1186	balance
847	shop	915	star	983	everybody	1051	magazine	1119	healthy	1187	ability
848	unless	916	feed	984	rate	1052	agree	1120	perfect	1188	arrange
849	spot	917	wooden	985	dust	1053	fifty	1121	recognize	1189	rhythm
850	neither	918	sort	986	worth	1054	escape	1122	frequently	1190	avoid
851	met	919	develop	987	community	1055	threw	1123	character	1191	daily
852	wheel	920	shoulder	988	captain	1056	planet	1124	personal	1192	identity
853	none	921	variety	989	bus	1057	dangerous	1125	disappear	1193	standard
854	hill	922	season	990	protect	1058	event	1126	success	1194	combine
855	television	923	share	991	cook	1059	leader	1127	traffic	1195	attached
856	bill	924	jump	992	raise	1060	peace	1128	yesterday	1196	frighten
857	solve	925	regular	993	further	1061	spelling	1129	situation	1197	social
858	pressure	926	represent	994	steam	1062	chapter	1130	realize	1198	factory
859	report	927	market	995	guide	1063	swimming	1131	message	1199	license
860	farmer	928	we're	996	discover	1064	opportunity	1132	recently	1200	recommend
861	count	929	flew	997	plain	1065	immediately	1133	account		
862	trade	930	finger	998	usual	1066	favorite	1134	physical		
863	chief	931	expect	999	seat	1067	settled	1135	neighbor		
864	month	932	army	1000	accept	1068	telephone	1136	excited		
865	clothes	933	cabin	1001	police	1069	repeat	1137	whisper		
866	doctor	934	camp	1002	consider	1070	prepare	1138	available		
867	indeed	935	danger	1003	dozen	1071	instance	1139	college		
868	dance	936	purpose	1004	baseball	1072	avenue	1140	furniture		
869	church	937	breakfast	1005	rubber	1073	newspaper	1141	leather		
870	original	938	proper	1006	symbol	1074	actually	1142	husband		
871	enjoy	939	coat	1007	support	1075	employee	1143	principal		
872	string	940	push	1008	exactly	1076	review	1144	medicine		
873	sister	941	express	1009	industry	1077	convince	1145	excellent		
874	familiar	942	shot	1010	they're	1078	allowed	1146	operation		
875	onto	943	angry	1011	beneath	1079	nobody	1147	council		
876	imagine	944	southern	1012	laugh	1080	details	1148	author		
877	blow	945	dress	1013	groceries	1081	muscles	1149	organize		
878	quick	946	bag	1014	popular	1082	model	1150	concern		
879	law	947	proud	1015	thank	1083	climate	1151	barbecue		
880	lie	948	neck	1016	quarter	1084	coffee	1152	accident		
881	final	949	breath	1017	climbed	1085	whenever	1153	disease		
882	rise	950	strength	1018	continue	1086	serious	1154	construction		
883	loud	951	member	1019	potatoes	1087	angle	1155	motor		
884	fair	952	twelve	1020	receive	1088	feather	1156	affect		
885	herself	953	mine	1021	design	1089	determined	1157	conversation		
886	slow	954	company	1022	president	1090	dictionary	1158	evidence		
887	noise	955	current	1023	charge	1091	ordinary	1159	citizen		
888	statement	956	pound	1024	mistake	1092	extra	1160	environment		
889	hungry	957	valley	1025	hospital	1093	rough	1161	influence		
890	join	958	double	1026	remain	1094	library	1162	cancel		
891	tube	959	till	1027	service	1095	condition	1163	audience		
892	rode	960	match	1028	increase	1096	arrived	1164	apartment		
893	empty	961	average	1029	students	1097	located	1165	worse		
894	twenty	962	die	1030	insects	1098	program	1166	transportation		
895	broke	963	liquid	1031	address	1099	pencil	1167	frozen		
896	nice	964	alive	1032	sincerely	1100	tongue	1168	waste		
897	effect	965	stream	1033	dollars	1101	title	1169	couple		
898	paid	966	provide	1034	belong	1102	enemy	1170	function		
899	motion	967	drink	1035	bottle	1103	garage	1171	connect		
900	myself	968	experience	1036	flight	1104	lose	1172	project		
901	divide	969	future	1037	forget	1105	vegetable	1173	pronounce		



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