



# 8TH 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 8th grade. We encourage you to talk to your child about what he or she is learning. **WELCOME TO 8TH GRADE!**



## **About the Academic Knowledge and Skills (AKS) Curriculum**

The AKS are the standards for academic excellence for all students in Gwinnett County Public Schools (GCPS). In every GCPS classroom, instruction and assessment are tailored so that all students learn the AKS. The alignment of AKS with standardized assessments— such as the state-required Iowa Tests of Basic Skills (ITBS) for 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 8th Grade**

All 8th grade students participate in the Cognitive Abilities Test (CogAT) assessment and the Iowa Tests of Basic Skills (ITBS) in the fall and the CRCT in the spring. In addition, 8th grade students take the Georgia Grade 8 Writing Assessment in January.

CogAT is a series of tests that provide information related to the development of general and specific learning skills of students. These skills are important for learning and problem-solving, both in and out of school. This test gives teachers details on how students learn so that teachers can develop appropriate learning objectives for each student.

The ITBS is a national, norm-referenced test designed to provide information on student achievement, based on common knowledge and skills. Norm-referenced tests allow scores to be compared to other students who took the same test and who followed the same testing procedures. This test identifies student strengths and weaknesses in basic skills so that teachers can provide instructional support for all students.

The CRCT measures what students should know and be able to do at the end of 8th grade, based on the state’s curriculum, the Georgia Performance Standards (GPS). (Gwinnett’s AKS curriculum includes and goes beyond the state’s GPS curriculum.) Georgia students in 8th 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 to be on track for success in school. The state requires students to pass the CRCT Reading and Mathematics subtests for promotion.

The Georgia Grade 8 Writing Assessment evaluates the student’s written response to an assigned topic from one of two types of writing— expository or persuasive. Student writing is assessed in four domains or areas: Ideas, Organization, Style, and Conventions. The student’s score reflects the overall impression of the writer’s command of the topic and the English language, and indicates the student’s writing strengths and areas that need improvement.

### **About Promotion to 9th Grade**

The state requires that Georgia 8th graders score in the “Meets Standards” (Level 2) range or higher on the Reading and Mathematics subtests of the CRCT to earn promotion. In addition, GCPS students must earn a passing score on the Georgia Grade 8 Writing Assessment, which, in Gwinnett, is a Gateway test. Students also must successfully master the current grade-level AKS in order to earn promotion to the next grade level.\*

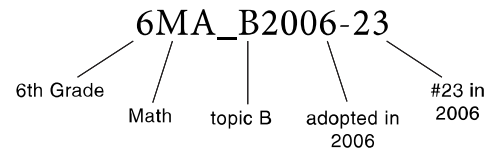
A student enrolled in 8th grade must pass four of five subjects for the school year, with Connections classes being averaged as one grade each semester. (First semester grades are the average of progress report grades for the 1st and 2nd nine weeks. Second semester grades are the average from the 3rd 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 9th grade, he or she will have the opportunity to attend summer school to learn the AKS not demonstrated during the school year. Students also have the opportunity to take needed retests. A student who does not meet all promotion requirements after summer school and retests will not be promoted to 9th grade.

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

**Notes about this Booklet**

- Correlations to the following state-required 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 | compassion  | cleanliness             | creativity    |
| patriotism  | cooperation        | tolerance   | cheerfulness            | sportsmanship |
| citizenship | kindness           | diligence   | school pride            | loyalty       |
| honesty     | self-respect       | generosity  | respect for environment | perseverance  |
| fairness    | self-control       | punctuality | respect for creator     | virtue        |
|             | courtesy           |             | patience                |               |

## Parent Involvement

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



Be There is a national movement that inspires parents to become more involved in their child's education and their public schools. Teachable moments are everywhere. You can be your child's favorite teacher by connecting in meaningful ways as you go through the ordinary routines of the day... driving in the car, preparing a meal, shopping, or doing chores. Below and in your child's AKS brochure, you will find tips for helping your child have a successful 8th grade experience. Look for more helpful tipsheets and other resources on the school system web site and your local school 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](http://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

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## A - Listening, Speaking, and Viewing

- participate in student-to-teacher, student-to-student, and group verbal interactions (GPS) (8LA\_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) (8LA\_A2009-2)

## B - Reading and Literature

- identify the difference between the concepts of theme in a literary work and author's purpose in an expository text (GPS) (8LA\_B2009-3)
- compare characteristics of various genres including drama, novels, short stories, poetry, nonfiction, technical writing, satire, and parody (GPS) (8LA\_B2009-4)
- analyze a character's traits, emotions, or motivations and give supporting evidence from the text(s) (GPS) (8LA\_B2009-5)
- evaluate recurring or similar themes across a variety of selections, distinguishing theme from topic (GPS) (8LA\_B2009-6)
- analyze and evaluate the effects of form in order to uncover meaning in literature (GPS) (8LA\_B2009-7)
- analyze and evaluate the effects of graphics in order to uncover meaning in literature (GPS) (8LA\_B2009-8)
- analyze and evaluate the effects of sound (for example, alliteration, onomatopoeia, internal rhyme, rhyme scheme, and meter) in order to uncover meaning in literature (GPS) (8LA\_B2009-9)
- analyze and evaluate the effects of figurative language (such as simile, metaphor, personification, hyperbole, symbolism, and imagery) in order to uncover meaning in literature (GPS) (8LA\_B2009-10)
- analyze and evaluate how an author's use of words creates tone and mood and provide supporting details from text (GPS) (8LA\_B2009-11)
- identify the main idea of a selected text and distinguish between supporting details and relevant information (8LA\_B2009-12)
- acquire and use new vocabulary correctly in reading and writing (GPS) (8LA\_B2009-13)
- determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words (GPS) (8LA\_B2009-14)
- 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) (8LA\_B2009-15)
- determine the meaning of unfamiliar words in content and context specific to reading and writing (GPS) (8LA\_B2009-16)
- demonstrate an initial understanding of the history of the English Language (GPS) (8LA\_B2009-17)
- use prefixes, root words, and suffixes to identify words (8LA\_B2009-18)

## C - Reading Literary Texts

- compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts (GPS) (8LA\_C2009-19)
- evaluate the structural elements of the plot (such as subplots, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved (GPS) (8LA\_C2009-20)

## D - Reading Informational Texts

- analyze and evaluate common textual features (for example, paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, and bibliography) (GPS) (8LA\_D2009-21)
- analyze and evaluate common organizational structures (such as graphic organizers, logical order, cause and effect relationships, comparison and contrast, and spatial) (GPS) (8LA\_D2009-22)
- recognize and trace the development of an author's argument, point of view, or perspective in text (GPS) (8LA\_D2009-23)
- explain the use of a complex mechanical device by following technical directions (GPS) (8LA\_D2009-24)
- use information from a variety of consumer, workplace, and public documents (such as job applications) to explain a situation or decision and to solve a problem (GPS) (8LA\_D2009-25)
- read aloud, accurately (in the range of 95%), familiar material in a variety of genres, in a way that makes meaning clear to listeners (GPS) (8LA\_D2009-26)
- monitor reading and self-correct as needed (GPS) (8LA\_D2009-27)
- read with a rhythm, flow, and meter that sounds like everyday speech (prosody) (GPS) (8LA\_D2009-28)

## E - Reading Georgia Authors

- identify a variety of Georgia authors both male and female and their significant works (GPS) (8LA\_E2009-29)
- identify authors' connections to Georgia through a variety of materials including electronic media (GPS) (8LA\_E2009-30)
- identify award-winning Georgia authors (GPS) (8LA\_E2009-31)
- examine texts from different genres (for example, picture books, poetry, short stories, novels, essays, informational writing, and dramatic literature) created by Georgia authors (GPS) (8LA\_E2009-32)
- relate literary works created by Georgia authors to historical settings and or events (GPS) (8LA\_E2009-33)
- explain how Georgia is reflected in a literary work through setting, characterization, historical context, or current events (GPS) (8LA\_E2009-34)

- evaluate recurring or similar themes across a variety of selections written by Georgia authors, distinguishing theme from topic (GPS) (8LA\_E2009-35)

### **F - 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) (8LA\_F2009-36)
- read informational, fictional, and technical texts in a variety of genres and modes of discourse, including technical texts related to various subject areas (GPS) (8LA\_F2009-37)
- identify messages and themes from books in all subject areas (GPS) (8LA\_F2009-38)
- respond to a variety of texts in multiple modes of discourse (GPS) (8LA\_F2009-39)
- relate messages and themes from one subject area to those in another area (GPS) (8LA\_F2009-40)
- evaluate effectiveness of texts in every subject area (GPS) (8LA\_F2009-41)
- examine the author's purpose in writing (GPS) (8LA\_F2009-42)
- use and evaluate the features of disciplinary texts (such as graphic organizers, diagrams, captions, illustrations, charts, graphs, photos, maps, and highlighted vocabulary) (GPS) (8LA\_F2009-43)
- use contextual vocabulary in various subjects (GPS) (8LA\_F2009-44)
- use content vocabulary in writing and speaking (GPS) (8LA\_F2009-45)
- explore understanding of new words found in subject-area texts (GPS) (8LA\_F2009-46)
- explore life experiences related to subject-area content (GPS) (8LA\_F2009-47)
- discuss in both writing and speaking how certain words and concepts relate to multiple subjects (GPS) (8LA\_F2009-48)
- determine strategies for finding content and contextual meaning for unfamiliar words or concepts (GPS) (8LA\_F2009-49)

### **G - Conventions**

- decline pronouns by gender and case and use in sentences (GPS) (8LA\_G2009-50)
- analyze and use simple, compound, complex, and compound-complex sentences correctly, punctuate properly, and avoid fragments and run-ons (GPS) (8LA\_G2009-51)
- revise sentences by correcting misplaced and dangling modifiers (GPS) (8LA\_G2009-52)
- revise sentences by correcting errors in usage (GPS) (8LA\_G2009-53)
- demonstrate appropriate comma and semicolon usage (compound, complex, and compound-complex sentences, split dialogue, and for clarity) (GPS) (8LA\_G2009-54)
- analyze the structure of a sentence (basic sentence parts, noun-adjective-adverb clauses and phrases) (GPS) (8LA\_G2009-55)
- produce final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation and capitalization (GPS) (8LA\_G2009-56)

### **H - Writing Across Genres**

- select a focus, organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements (GPS) (8LA\_H2009-57)
- write texts of a length appropriate to address the topic or tell the story while excluding extraneous and inappropriate information (GPS) (8LA\_H2009-58)
- use traditional structures for conveying information (for example, chronological order, cause and effect, similarity and difference, and posing and answering a question) (GPS) (8LA\_H2009-59)
- use parallel structure and logical and effective transitions between ideas and paragraphs (GPS) (8LA\_H2009-60)
- develop a central idea with examples, illustrations, facts, and details (GPS) (8LA\_H2009-61)
- support statements and claims with anecdotes, descriptions, facts and statistics, and specific examples (GPS) (8LA\_H2009-62)
- provide a sense of closure appropriate to the writing (GPS) (8LA\_H2009-63)
- produce expository writing (such as description, explanation, comparison and contrast, or problem and solution) that establishes a context, creates a speaker's voice, and otherwise develops reader's interest (GPS) (8LA\_H2009-64)
- use conventions of Standard American English (GPS) (8LA\_H2009-65)
- prewrite, draft, revise, edit, publish, and evaluate writing (GPS) (8LA\_H2009-66)

### **I - Narrative Writing**

- produce a narrative (such as fictional, personal, experiential) that engages readers by establishing and developing a plot, setting, and point of view appropriate to the story (for example, varied beginnings, standard plot line, cohesive devices, and a sharpened focus) (GPS) (8LA\_I2009-67)
- relate a clear, coherent incident, event, or situation by using well-chosen details (GPS) (8LA\_I2009-68)
- develop complex major and minor characters using standard methods of characterization (GPS) (8LA\_I2009-69)
- reveal the significance of the writer's attitude about the subject (GPS) (8LA\_I2009-70)
- include sensory details and concrete language to develop plot, setting, and character (for example, vivid verbs, descriptive adjectives, varied sentence structures, and specific narrative action) (GPS) (8LA\_I2009-71)

- use a range of strategies (such as suspense, figurative language, dialogue, expanded vocabulary, flashback, movement, gestures, expressions, foreshadowing, tone, and mood) (GPS) (8LA\_I2009-72)

### **J - Informational Writing**

- develop a controlling idea that conveys a perspective on the subject (GPS) (8LA\_J2009-73)
- conclude with a detailed summary linked to the purpose of the composition (GPS) (8LA\_J2009-74)

### **K - Technical Writing**

- produce technical writing (such as business correspondence: letters of application and letters of recommendation, résumés, abstracts, user guides or manuals, and web pages) (GPS) (8LA\_K2009-75)

### **L - Persuasive Writing**

- state a clear position or perspective in support of a proposition or proposal and exclude information and arguments that are irrelevant (GPS) (8LA\_L2009-76)
- create an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arrange details, reasons, and examples (GPS) (8LA\_L2009-77)
- include appropriate relevant information and arguments, and exclude information and arguments that are irrelevant (GPS) (8LA\_L2009-78)
- provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter-arguments (GPS) (8LA\_L2009-79)
- support arguments with detailed evidence, citing sources of information as appropriate (GPS) (8LA\_L2009-80)
- anticipate and address reader concerns and counter-arguments (GPS) (8LA\_L2009-81)

### **M - Response to Literature**

- demonstrate an understanding of the literary work (GPS) (8LA\_M2009-82)
- justify interpretations through sustained use of examples and textual evidence from the literary work (GPS) (8LA\_M2009-83)
- support a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge (GPS) (8LA\_M2009-84)
- produce a judgment that is interpretive, analytic, evaluative, or reflective (orally, graphically, in writing) (GPS) (8LA\_M2009-85)
- anticipate and answer a reader's questions (GPS) (8LA\_M2009-86)

### **N - Writing From Research**

- pose relevant and tightly drawn questions about the topic (GPS) (8LA\_N2009-87)
- convey clear and accurate perspectives on the subject (GPS) (8LA\_N2009-88)
- write and support thesis statements (GPS) (8LA\_N2009-89)
- record important ideas, concepts, and direct quotations from significant information sources, and paraphrase and summarize all perspectives on the topic, as appropriate (GPS) (8LA\_N2009-90)
- use a variety of primary and secondary sources and distinguish the nature and value of each (GPS) (8LA\_N2009-91)
- organize and display information on charts, maps, and graphs (GPS) (8LA\_N2009-92)
- document resources (bibliography, footnotes, endnotes, etc.) (GPS) (8LA\_N2009-93)
- document sources of quotations, ideas, and facts (GPS) (8LA\_N2009-94)
- use research and technology to support writing (GPS) (8LA\_N2009-95)
- use multi-step search routines to locate databases and online information (GPS) (8LA\_N2009-96)
- achieve an effective balance between researched information and original ideas (GPS) (8LA\_N2009-97)
- incorporate reference quotes and citations into written text while maintaining the flow of ideas through the use of synthesizing information and summarizing to avoid plagiarism (GPS) (8LA\_N2009-98)



# Introduction to Algebra and Geometry

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## A - Process Skills

- use appropriate technology to solve mathematical problems (GPS) (8MA\_A2009-1)
- build new mathematical knowledge through problem-solving (GPS) (8MA\_A2009-2)
- solve problems that arise in mathematics and in other areas (GPS) (8MA\_A2009-3)
- apply and adapt a variety of appropriate strategies to solve problems (GPS) (8MA\_A2009-4)
- monitor and reflect on the process of mathematical problem-solving (GPS) (8MA\_A2009-5)
- recognize reasoning and proof (evidence) as fundamental aspects of mathematics (GPS) (8MA\_A2009-6)
- make and investigate mathematical conjectures (GPS) (8MA\_A2009-7)
- investigate, develop, and evaluate mathematical arguments and proofs (GPS) (8MA\_A2009-8)
- select and use various types of reasoning and methods of proof (GPS) (8MA\_A2009-9)
- organize and consolidate mathematics thinking (GPS) (8MA\_A2009-10)
- communicate mathematical thinking coherently to peers, teachers, and others (GPS) (8MA\_A2009-11)
- analyze and evaluate the mathematical thinking and strategies of others (GPS) (8MA\_A2009-12)
- use the terminology and language of mathematics to express mathematical ideas precisely (GPS) (8MA\_A2009-13)
- recognize and use connections among mathematical ideas (GPS) (8MA\_A2009-14)
- explain how mathematical ideas interconnect and build on one another to produce a coherent whole (GPS) (8MA\_A2009-15)
- recognize and apply mathematics in contexts outside of mathematics (GPS) (8MA\_A2009-16)
- create and use pictures, manipulatives, models, and symbols to organize, record and communicate mathematical ideas (GPS) (8MA\_A2009-17)
- select, apply and translate among mathematical representations to solve problems (GPS) (8MA\_A2009-18)
- use representations to model and interpret physical, social, and mathematical phenomena (GPS) (8MA\_A2009-19)

## B - Numbers and Operations

- find square roots of perfect squares (GPS) (8MA\_B2009-20)
- recognize the (positive) square root of a number as a length of a side of a square with a given area (GPS) (8MA\_B2009-21)
- recognize square roots as points and as lengths on a number line (GPS) (8MA\_B2009-22)
- explain that the square root of 0 is 0 and that every positive number has two square roots that are opposite in sign (GPS) (8MA\_B2009-23)
- recognize and use the radical symbol to denote the positive square root of a positive number (GPS) (8MA\_B2009-24)
- estimate square roots of positive numbers (GPS) (8MA\_B2009-25)
- simplify, add, subtract, multiply, and divide expressions containing square roots (GPS) (8MA\_B2009-26)
- distinguish between rational and irrational numbers (GPS) (8MA\_B2009-27)
- simplify expressions containing integer exponents (GPS) (8MA\_B2009-28)
- express and use numbers in scientific notation (GPS) (8MA\_B2009-29)
- use appropriate technologies to solve problems involving square roots, exponents, and scientific notation (GPS) (8MA\_B2009-30)

## C - Geometry

- investigate characteristics of parallel and perpendicular lines algebraically (GPS) (8MA\_C2009-31)
- investigate characteristics of parallel and perpendicular lines geometrically (GPS) (8MA\_C2009-32)
- apply properties of angle pairs formed by parallel lines cut by a transversal (GPS) (8MA\_C2009-33)
- explain the properties of the ratio of segments of parallel lines cut by one or more transversals (GPS) (8MA\_C2009-34)
- explain the meaning of congruence (that all corresponding angles are congruent and all corresponding sides are congruent) (GPS) (8MA\_C2009-35)
- apply properties of right triangles, including the Pythagorean theorem (GPS) (8MA\_C2009-36)
- recognize and interpret the Pythagorean theorem as a statement about areas of squares on the sides of a right triangle (GPS) (8MA\_C2009-37)

## E - Algebra

- represent a given situation using algebraic expressions or equations in one variable (GPS) (8MA\_E2009-38)
- simplify and evaluate algebraic expressions (GPS) (8MA\_E2009-39)
- write and solve algebraic equations in one variable, including equations involving absolute values (GPS) (8MA\_E2009-40)
- write and solve equations involving several variables for one variable in terms of the others (GPS) (8MA\_E2009-41)
- interpret solutions of algebraic expressions and equations in problem contexts (GPS) (8MA\_E2009-42)
- represent a given situation using an inequality in one variable (GPS) (8MA\_E2009-43)
- use the properties of inequality to solve inequalities (GPS) (8MA\_E2009-44)
- graph the solution of an inequality on a number line (GPS) (8MA\_E2009-45)
- interpret solutions to inequalities in problem contexts (GPS) (8MA\_E2009-46)

- describe and recognize a relation as a correspondence between varying quantities (GPS) (8MA\_E2009-47)
- describe and recognize a function as a correspondence between inputs and outputs where the output for each input must be unique (GPS) (8MA\_E2009-48)
- compare and contrast between relations that are functions and those that are not functions (GPS) (8MA\_E2009-49)
- describe functions in a variety of representations and a variety of contexts (GPS) (8MA\_E2009-50)
- use tables to describe sequences recursively and with a formula in closed form (GPS) (8MA\_E2009-51)
- analyze and evaluate arithmetic sequences as linear functions with whole number input values (GPS) (8MA\_E2009-52)
- interpret the constant difference in an arithmetic sequence as the slope of the associated linear function (GPS) (8MA\_E2009-53)
- describe relations and functions as linear or nonlinear (GPS) (8MA\_E2009-54)
- translate among verbal, tabular, graphic, and algebraic representations of functions (GPS) (8MA\_E2009-55)
- interpret slope as a rate of change (GPS) (8MA\_E2009-56)
- determine the meaning of the slope and y-intercept in a given situation (GPS) (8MA\_E2009-57)
- graph linear equations in slope intercept form  $y = mx + b$  (GPS) (8MA\_E2009-58)
- graph linear equations from standard form  $Ax + By = C$  (GPS) (8MA\_E2009-59)
- graph the solution set of a linear inequality, identifying whether the solution set is an open or a closed half-plane (GPS) (8MA\_E2009-60)
- determine the equation of a line given a graph, numerical information that defines the line and a context involving a linear relationship (GPS) (8MA\_E2009-61)
- solve problems involving linear relationships (GPS) (8MA\_E2009-62)
- write an appropriate system of linear equations or inequalities given a problem context (GPS) (8MA\_E2009-63)
- solve systems of equations graphically and algebraically, using technology as appropriate (GPS) (8MA\_E2009-64)
- graph the solution set of a system of linear inequalities in two variables (GPS) (8MA\_E2009-65)
- interpret solutions of linear equations and inequalities in problem contexts (GPS) (8MA\_E2009-66)

#### **F - Data Analysis and Probability**

- demonstrate relationships among sets using Venn diagrams (GPS) (8MA\_F2009-67)
- apply basic concepts of set theory by determining subsets, complements, intersection, and union of sets (GPS) (8MA\_F2009-68)
- use set notation to denote elements of a set (GPS) (8MA\_F2009-69)
- use tree diagrams to find the number of outcomes related to a given event (GPS) (8MA\_F2009-70)
- apply the addition and multiplication principles of counting to determine the number of outcomes related to a given event (GPS) (8MA\_F2009-71)
- find the probability of simple independent events (GPS) (8MA\_F2009-72)
- find the probability of compound independent events (GPS) (8MA\_F2009-73)
- gather data that can be modeled with a linear function (GPS) (8MA\_F2009-74)
- estimate and determine a line of best fit from a scatter plot (GPS) (8MA\_F2009-75)

#### **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) (8MA\_G2009-76)

# Accelerated Integrated Algebra I

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## A - Process Skills

- use appropriate technology to solve mathematical problems (GPS) (MAA1\_A2009-1)
- build new mathematical knowledge through problem-solving (GPS) (MAA1\_A2009-2)
- solve problems that arise in mathematics and in other areas (GPS) (MAA1\_A2009-3)
- apply and adapt a variety of appropriate strategies to solve problems (GPS) (MAA1\_A2009-4)
- monitor and reflect on the process of mathematical problem-solving (GPS) (MAA1\_A2009-5)
- recognize reasoning and proof (evidence) as fundamental aspects of mathematics (GPS) (MAA1\_A2009-6)
- make and investigate mathematical conjectures (GPS) (MAA1\_A2009-7)
- investigate, develop and evaluate mathematical arguments and proofs (GPS) (MAA1\_A2009-8)
- select and use various types of reasoning and methods of proof (GPS) (MAA1\_A2009-9)
- organize and consolidate mathematics thinking (GPS) (MAA1\_A2009-10)
- communicate mathematical thinking coherently to peers, teachers, and others (GPS) (MAA1\_A2009-11)
- analyze and evaluate the mathematical thinking and strategies of others (GPS) (MAA1\_A2009-12)
- use the terminology and language of mathematics to express mathematical ideas precisely (GPS) (MAA1\_A2009-13)
- recognize and use connections among mathematical ideas (GPS) (MAA1\_A2009-14)
- explain how mathematical ideas interconnect and build on one another to produce a coherent whole (GPS) (MAA1\_A2009-15)
- recognize and apply mathematics in contexts outside of mathematics (GPS) (MAA1\_A2009-16)
- create and use pictures, manipulatives, models, and symbols to organize, record, and communicate mathematical ideas (GPS) (MAA1\_A2009-17)
- select, apply, and translate among mathematical representations to solve problems (GPS) (MAA1\_A2009-18)
- use representations to model and interpret physical, social, and mathematical phenomena (GPS) (MAA1\_A2009-19)

## B - Numbers and Operations

- write square roots of negative numbers in imaginary form (GPS) (MAA1\_B2009-20)
- write complex numbers in the form  $a + bi$  (GPS) (MAA1\_B2009-21)
- add, subtract, multiply, and divide complex numbers (GPS) (MAA1\_B2009-22)
- simplify expressions involving complex numbers (GPS) (MAA1\_B2009-23)

## C - Geometry

- investigate properties of geometric figures in the coordinate plane (GPS) (MAA1\_C2009-24)
- determine the distance between two points (GPS) (MAA1\_C2009-25)
- determine the distance between a point and a line (GPS) (MAA1\_C2009-26)
- determine the midpoint of a segment (GPS) (MAA1\_C2009-27)
- show the distance formula as an application of the Pythagorean theorem (GPS) (MAA1\_C2009-28)
- use the coordinate plane to investigate properties of and verify conjectures related to triangles and quadrilaterals (GPS) (MAA1\_C2009-29)
- use conjecture, inductive reasoning, deductive reasoning, counterexamples, and indirect proof as appropriate (GPS) (MAA1\_C2009-30)
- apply and use the relationships among a statement and its converse, inverse, and contrapositive (GPS) (MAA1\_C2009-31)
- discover, prove, and apply properties of triangles, quadrilaterals, and other polygons (GPS) (MAA1\_C2009-32)
- determine the sum of interior and exterior angles in a polygon (GPS) (MAA1\_C2009-33)
- use and explain triangle inequality, side-angle inequality, and exterior-angle inequality (GPS) (MAA1\_C2009-34)
- use congruence postulates and theorems for triangles (SSS, SAS, ASA, AAS, and HL) (GPS) (MAA1\_C2009-35)
- use and prove properties of and relationships among special quadrilaterals: parallelogram, rectangle, rhombus, square, trapezoid, and kite (GPS) (MAA1\_C2009-36)
- find and use points of concurrency in triangles: incenter, orthocenter, circumcenter, and centroid (GPS) (MAA1\_C2009-37)
- apply properties of chords, tangents, and secants as an application of triangle similarity (GPS) (MAA1\_C2009-38)
- apply properties of central, inscribed, and related angles (GPS) (MAA1\_C2009-39)
- use the properties of circles to solve problems involving the length of an arc and the area of a sector (GPS) (MAA1\_C2009-40)
- justify measurements and relationships in circles using geometric and algebraic properties (GPS) (MAA1\_C2009-41)
- use and apply surface area and volume of a sphere (GPS) (MAA1\_C2009-42)
- determine the effect on surface area and volume of changing the radius or diameter of a sphere (GPS) (MAA1\_C2009-43)

## E - Algebra

- explore functions, solve equations, and operate with radical, polynomial, and rational expressions (GPS) (MAA1\_E2009-44)
- represent functions using function notation (GPS) (MAA1\_E2009-45)
- graph the basic functions  $f(x)=x^n$ , where  $n=1$  to  $3$ ,  $f(x)=\sqrt{x}$ ,  $f(x)=|x|$ , and  $f(x)=1/x$  (GPS) (MAA1\_E2009-46)

- graph transformations of basic functions including vertical shifts, stretches, and shrinks, as well as reflections across the x- and y-axes (GPS) (MAA1\_E2009-47)
- investigate and explain the characteristics of a function: domain, range, zeros, intercepts, intervals of increase and decrease, maximum and minimum values, and end behavior (GPS) (MAA1\_E2009-48)
- analyze the characteristics of a function in a given context, and use graphs and tables to investigate its behavior (GPS) (MAA1\_E2009-49)
- recognize sequences as functions with domains that are sets of whole numbers (GPS) (MAA1\_E2009-50)
- explore rates of change, comparing constant rates of change (such as slope) versus variable rates of change, and compare rates of change of linear, quadratic, square root, and other function families (GPS) (MAA1\_E2009-51)
- determine graphically and algebraically whether a function has symmetry and whether it is even, odd, or neither (GPS) (MAA1\_E2009-52)
- analyze any equation in x that can be interpreted as the equation  $f(x)=g(x)$ , and then interpret the solutions of the equation as the x-value(s) of the intersection point(s) of the graphs of  $y = f(x)$  and  $y = g(x)$  (GPS) (MAA1\_E2009-53)
- simplify algebraic and numeric expressions involving square root (GPS) (MAA1\_E2009-54)
- perform operations with square roots (GPS) (MAA1\_E2009-55)
- add, subtract, multiply, and divide polynomials (GPS) (MAA1\_E2009-56)
- add, subtract, multiply, and divide rational expressions (GPS) (MAA1\_E2009-57)
- factor expressions by greatest common factor, grouping, trial and error, and special products limited to the following formulas:  $(x + y)^2 = x^2 + 2xy + y^2$ ;  $(x \cdot y)^2 = x^2 \cdot 2xy + y^2$ ;  $(x + y)(x \cdot y) = x^2 \cdot y^2$ ;  $(x + a)(x + b) = x^2 + (a + b)x + ab$ ; and  $(x + y)^3 = x^3$  (GPS) (MAA1\_E2009-58)
- use area and volume models for polynomial arithmetic (GPS) (MAA1\_E2009-59)
- solve equations involving radicals such as  $\sqrt{x + b} = c$  (MAA1\_E2009-60)
- solve simple rational equations that result in linear equations or quadratic equations with leading coefficient of 1 (MAA1\_E2009-61)
- analyze quadratic functions in the forms  $f(x) = ax^2 + bx + c$  and  $f(x) = a(x-h)^2 + k$  (GPS) (MAA1\_E2009-62)
- convert between standard and vertex form of quadratic functions (GPS) (MAA1\_E2009-63)
- graph quadratic functions as transformations of the function  $f(x) = x^2$  (GPS) (MAA1\_E2009-64)
- investigate and explain characteristics of quadratic functions, including domain, range, vertex, axis of symmetry, zeros, intercepts, extrema, intervals of increase and decrease, and rates of change (GPS) (MAA1\_E2009-65)
- investigate arithmetic series and various ways of computing their sums (GPS) (MAA1\_E2009-66)
- explore sequences of partial sums of arithmetic series as examples of quadratic functions (GPS) (MAA1\_E2009-67)
- solve quadratic equations and inequalities in one variable (GPS) (MAA1\_E2009-68)
- solve quadratic equations and inequalities graphically using appropriate technology (GPS) (MAA1\_E2009-69)
- find real and complex solutions of quadratic equations by factoring, taking square roots, and applying the quadratic formula (GPS) (MAA1\_E2009-70)
- analyze the nature of roots using technology and the discriminant (GPS) (MAA1\_E2009-71)
- solve quadratic inequalities both graphically and algebraically and describe the solutions using linear inequalities (GPS) (MAA1\_E2009-72)
- investigate step and piecewise functions, including greatest integer and absolute value functions (GPS) (MAA1\_E2009-73)
- write absolute value functions as piecewise functions (GPS) (MAA1\_E2009-74)
- investigate and explain characteristics of a variety of piecewise functions including domain, range, vertex, axis of symmetry, zeros, intercepts, extrema, points of discontinuity, intervals over which the function is constant, intervals of increase and decrease, and rates of change (GPS) (MAA1\_E2009-75)
- solve absolute value equations and inequalities analytically, graphically, and by using appropriate technology (GPS) (MAA1\_E2009-76)

## **F - Data Analysis and Probability**

- apply the addition and multiplication principles of counting (GPS) (MAA1\_F2009-77)
- calculate and use simple permutations and combinations (GPS) (MAA1\_F2009-78)
- find the probabilities of mutually exclusive events (GPS) (MAA1\_F2009-79)
- find the probabilities of dependent and independent events (GPS) (MAA1\_F2009-80)
- calculate conditional probabilities (GPS) (MAA1\_F2009-81)
- use expected value to predict outcomes (GPS) (MAA1\_F2009-82)
- compare summary statistics (mean, median, quartiles, and interquartile range) from one sample data distribution to another sample data distribution in describing center and variability of the data distributions (GPS) (MAA1\_F2009-83)
- compare the averages of the summary statistics from a large number of samples to the corresponding population parameters (GPS) (MAA1\_F2009-84)
- explain how a random sample is used to improve the chance of selecting a representative sample (GPS) (MAA1\_F2009-85)
- explore variability of data by determining the mean absolute deviation (the average of the absolute values of the deviations) (GPS) (MAA1\_F2009-86)

- determine an algebraic model to quantify the association between two quantitative variables (GPS) (MAA1\_F2009-87)
- gather and plot data that can be modeled with linear and quadratic functions (GPS) (MAA1\_F2009-88)
- examine the issues of curve fitting by finding good linear fits to data using simple methods such as the median-median line and “eyeballing” (GPS) (MAA1\_F2009-89)
- apply the processes of linear and quadratic regression for curve fitting using appropriate technology (GPS) (MAA1\_F2009-90)

**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) (MAA1\_G2009-91)

# Science

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## **A - Characteristics of Science**

- discuss the importance of curiosity, honesty, openness, and skepticism in science and exhibit these traits in efforts to understand how the world works (GPS) (8SC\_A2007-1)
- identify questions and problems that can be answered and solved through scientific inquiry (GPS) (8SC\_A2007-2)
- design and conduct investigations using the scientific method (GPS) (8SC\_A2007-3)
- apply standard safety practices for all classroom laboratory and field investigations (GPS) (8SC\_A2007-4)
- use appropriate scientific tools, techniques, and technologies to gather, analyze, and interpret data (GPS) (8SC\_A2007-5)
- apply computation and estimation skills necessary for analyzing data and developing conclusions (GPS) (8SC\_A2007-6)
- think critically and logically about relationships between evidence and explanations (GPS) (8SC\_A2007-7)
- communicate scientific ideas clearly (GPS) (8SC\_A2007-8)
- read scientific materials to establish context for subject matter, develop vocabulary, and to be aware of current research (GPS) (8SC\_A2007-9)
- analyze the importance of understanding systems, models, and scales when exploring scientific and technological matters (GPS) (8SC\_A2007-10)

## **B - Matter**

- examine the scientific view of the nature of matter (GPS) (8SC\_B2007-11)
- investigate the arrangement of the Periodic Table (GPS) (8SC\_B2007-12)

## **C - Energy**

- examine various forms and transformations of energy (GPS) (8SC\_C2007-13)

## **D - Force and Motion**

- investigate the relationship between force, mass, and the motion of objects (GPS) (8SC\_D2007-14)
- examine the mechanisms of simple machines and the effect they have on work (GPS) (8SC\_D2007-15)

## **E - Gravity**

- examine the factors that determine gravity and the effects that gravity has on all matter in the universe (GPS) (8SC\_E2007-16)

## **F - Waves**

- investigate the properties of waves (GPS) (8SC\_F2007-17)
- examine and explain how the behavior of light waves is manipulated causing reflection, refraction, diffraction, and absorption (GPS) (8SC\_F2007-18)
- explore the wave nature of sound (GPS) (8SC\_F2007-19)

## **G - Electricity and Magnetism**

- investigate the characteristics and interactions of electricity and magnetism that classify them as major forces acting in nature (GPS) (8SC\_G2007-20)
- analyze the properties of magnets and magnetic fields (GPS) (8SC\_G2007-21)

# Social Studies

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## A - Map and Globe Skills

- use cardinal directions (GPS) (8SS\_A2007-1)
- use intermediate directions (GPS) (8SS\_A2007-2)
- use a letter/number grid system to determine location (GPS) (8SS\_A2007-3)
- compare and contrast the categories of natural, cultural and political features found on maps (GPS) (8SS\_A2007-4)
- use customary and metric map scales to determine distance on a map (GPS) (8SS\_A2007-5)
- use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps (GPS) (8SS\_A2007-6)
- use a map to explain impact of geography on historical and current events (GPS) (8SS\_A2007-7)
- draw conclusions and make generalizations based on information from maps (GPS) (8SS\_A2007-8)
- use latitude and longitude to determine location (GPS) (8SS\_A2007-9)
- use graphic scales to determine distances on a map (GPS) (8SS\_A2007-10)
- compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities (GPS) (8SS\_A2007-11)
- compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations (GPS) (8SS\_A2007-12)

## B - Information Processing Skills

- compare similarities and differences (GPS) (8SS\_B2007-13)
- organize items chronologically (GPS) (8SS\_B2007-14)
- identify issues and/or problems and alternative solutions (GPS) (8SS\_B2007-15)
- distinguish between fact and opinion (GPS) (8SS\_B2007-16)
- identify main idea, detail, sequence of events, and cause and effect in a social studies context (GPS) (8SS\_B2007-17)
- identify and use primary and secondary sources (GPS) (8SS\_B2007-18)
- interpret timelines (GPS) (8SS\_B2007-19)
- identify social studies reference resources to use for a specific purpose (GPS) (8SS\_B2007-20)
- construct charts and tables (GPS) (8SS\_B2007-21)
- analyze artifacts (GPS) (8SS\_B2007-22)
- draw conclusions and make generalizations (GPS) (8SS\_B2007-23)
- analyze graphs and diagrams (GPS) (8SS\_B2007-24)
- translate dates into centuries, eras, or ages (GPS) (8SS\_B2007-25)
- formulate appropriate research questions (GPS) (8SS\_B2007-26)
- determine adequacy and/or relevancy of information (GPS) (8SS\_B2007-27)
- check for consistency of information (GPS) (8SS\_B2007-28)
- interpret political cartoons (GPS) (8SS\_B2007-29)

## C - Geographic Understanding

- describe Georgia with regard to physical features and location (GPS) (8SS\_C2007-30)
- explain how the interstate highway system, Hartsfield - Jackson International Airport, Georgia's deepwater ports, and the railroads help drive the state's economy (GPS) (8SS\_C2007-31)

## D - Native American Cultures and Exploration

- evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia (GPS) (8SS\_D2007-32)
- analyze the colonial period of Georgia's history (GPS) (8SS\_D2007-33)
- analyze the role of Georgia in the American Revolution (GPS) (8SS\_D2007-34)
- describe the impact of events that led to the ratification of the United States Constitution and the Bill of Rights (GPS) (8SS\_D2007-35)

## E - Georgia's Growth and Expansion

- explain significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840 (GPS) (8SS\_E2007-36)

## F - Antebellum, Civil War and Reconstruction

- analyze the impact of the Civil War and Reconstruction on Georgia (GPS) (8SS\_F2007-37)

**G - New South**

- evaluate key political, social, and economic changes which occurred in Georgia between 1877 and 1918 (GPS) (8SS\_G2007-38)
- analyze the important events of World War I, the Twenties, and the Great Depression and their impact on Georgia (GPS) (8SS\_G2007-39)

**H - World War II**

- describe the impact of World War II on Georgia's development economically, socially, and politically (GPS) (8SS\_H2007-40)

**I - Post World War II**

- evaluate key post-World War II developments of Georgia from 1945 to 1970 (GPS) (8SS\_I2007-41)

**J - Civil Rights Movement**

- evaluate the role of Georgia in the modern civil rights movement (GPS) (8SS\_J2007-42)

**K - Modern Georgia**

- explain the importance of significant social, economic, and political developments in Georgia since 1970 (GPS) (8SS\_K2007-43)

**L - Civic Understandings**

- describe the role of citizens under Georgia's Constitution (GPS) (8SS\_L2007-44)
- analyze the role of the legislative branch in Georgia state government (GPS) (8SS\_L2007-45)
- analyze the role of the executive branch in Georgia state government (GPS) (8SS\_L2007-46)
- analyze the role of the judicial branch in Georgia state government (GPS) (8SS\_L2007-47)
- analyze the role of local governments in the state of Georgia (GPS) (8SS\_L2007-48)

**M - Economic Understanding**

- give examples of the kinds of goods and services produced in Georgia in different historical periods (GPS) (8SS\_M2007-49)
- explain the benefits of free trade (GPS) (8SS\_M2007-50)
- evaluate the influence of Georgia's economic growth and development (GPS) (8SS\_M2007-51)
- identify revenue sources and services provided by state and local governments (GPS) (8SS\_M2007-52)
- explain personal money management choices to include income, spending, credit, saving, and investing (GPS) (8SS\_M2007-53)



# Band

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## A - Tone Production

- continue refinement of characteristic tone quality and identify the timbre of band instruments (QCC) (8BA\_A2005-1)
- demonstrate proper posture, hand position, embouchure, breath support, and vibrato appropriate to instrument (QCC) (8BA\_A2005-2)
- tune instrument independently, using tuner if necessary, and demonstrate increasing awareness of good intonation (QCC) (8BA\_A2005-3)

## B - Rhythm

- keep tempo and count rhythmically utilizing more complex sub-divisions (QCC) (8BA\_B2005-4)
- count and perform rhythms in simple and compound meters (QCC) (8BA\_B2005-5)

## C - Technique

- perform a minimum of four appropriate major scales and arpeggios; perform a minimum of two octaves of the chromatic scale and explore minor scales on wind instruments and mallets; and perform a minimum of four rudiments on snare (QCC) (8BA\_C2005-6)
- demonstrate frequently used articulations at increasingly quick tempi (QCC) (8BA\_C2005-7)
- recognize and respond appropriately to dynamic markings and produce acceptable dynamic control throughout range of instrument (QCC) (8BA\_C2005-8)

## D - Style, Theory, History, and Culture

- employ phrase and melody through performance (QCC) (8BA\_D2005-9)
- perform music from a variety of musical genres, forms, styles, and/or periods (QCC) (8BA\_D2005-10)
- apply frequently used musical terms and symbols (QCC) (8BA\_D2005-11)
- identify notes, enharmonic equivalents, intervals, and concert pitch for personal instrument and transpose music for the instrument (QCC) (8BA\_D2005-12)
- construct major and minor scales with arpeggios and explain the relationship of major and minor keys (QCC) (8BA\_D2005-13)
- explore improvisation of simple melodies within scales and key signatures studied (QCC) (8BA\_D2005-14)
- create, notate, and perform a simple melody for personal instrument (QCC, CE) (8BA\_D2005-15)
- recognize harmonic structure and demonstrate an awareness of its role in performance (QCC) (8BA\_D2005-16)
- demonstrate knowledge of form in music repertoire (QCC) (8BA\_D2005-17)
- explore historical, biographical, and cultural influences on music performed (QCC, CE) (8BA\_D2005-18)
- describe the evolution and history of band instruments (QCC, CE) (8BA\_D2005-19)

## E - Synthesis and Application

- demonstrate proper assembly, care, and maintenance of instrument (CE) (8BA\_E2005-20)
- use print, non-print, and/or technological media to access musical information (QCC) (8BA\_E2005-21)
- perform individually, in small groups, and as a member of an ensemble (QCC) (8BA\_E2005-22)
- demonstrate responsibility to the group through attendance, punctuality, cooperation, listening, preparation, and acceptable behavior (QCC, CE) (8BA\_E2005-23)
- respond appropriately to conducting techniques used by the director (QCC) (8BA\_E2005-24)
- critique music performed by the ensemble and suggest ways to improve (QCC) (8BA\_E2005-25)
- perform class repertoire at expected competency level; sight-read one grade level below average competency level (QCC) (8BA\_E2005-26)
- perform publicly at least twice per year (QCC) (8BA\_E2005-27)

# Business and Computer Science

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## **A - Keyboarding Skills**

- build and expand proficiency in keyboarding (GPS) (8CS\_A2009-1)

## **B - 21st Century Skills**

- use various computer applications to demonstrate effective communication skills in the business world (GPS) (8CS\_B2009-2)
- demonstrate the ability to problem solve by working through a process (GPS) (8CS\_B2009-3)
- exhibit critical thinking to make informed, cohesive judgments (GPS) (8CS\_B2009-4)

## **C - Business Foundations**

- examine basics of accounting and personal finance utilizing a spreadsheet (GPS) (8CS\_C2009-5)
- examine the basics of entrepreneurship while utilizing a variety of software applications and multimedia tools (GPS) (8CS\_C2009-6)

## **D - Information Systems**

- investigate types of networking and Internet access (GPS) (8CS\_D2009-7)

## **E - Internet and Safety**

- differentiate between civil and criminal law as related to Internet safety and computer crimes (GPS) (8CS\_E2009-8)

## **F - Marketing**

- examine the basics of marketing using web and desktop publishing applications (GPS) (8CS\_F2009-9)
- utilize multimedia software to create, edit, and manipulate a multimedia presentation (GPS) (8CS\_F2009-10)
- utilize software related to web page design to plan, design, and create a web page (GPS) (8CS\_F2009-11)

## **G - Careers**

- use technology to investigate 21st century computer-related career opportunities (GPS) (8CS\_G2009-12)

## **H - Financial Literacy**

- demonstrate an understanding of economics using different types of software applications (GPS) (8CS\_H2009-13)

# Career Connections

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## A -

- examine aptitudes, abilities, skills, personality, interests, and attitudes in relation to career goals (QCC) (8CC\_A2006-1)
- discuss the personal significance of work (QCC) (8CC\_A2006-2)
- match educational course requirements and extracurricular activities to various occupations (QCC) (8CC\_A2006-3)
- demonstrate an effective decision-making process (QCC) (8CC\_A2006-4)
- investigate events or conditions that may lead to career changes (QCC) (8CC\_A2006-5)
- investigate career clusters (QCC) (8CC\_A2006-6)
- examine the influences of societal changes on the work environment (QCC) (8CC\_A2006-7)
- use handbooks and/or other reference sources to obtain information about specific careers (QCC) (8CC\_A2006-8)
- identify sources of information about employment opportunities (QCC) (8CC\_A2006-9)
- complete employment documents properly (QCC) (8CC\_A2006-10)
- describe and demonstrate the attitudes and habits necessary for job success and advancement (QCC) (8CC\_A2006-11)
- use effective oral and written communication skills (QCC) (8CC\_A2006-12)
- evaluate the importance of a positive attitude (QCC) (8CC\_A2006-13)
- identify appropriate dress for job setting (QCC) (8CC\_A2006-14)
- discuss the relationship between educational skills and employment skills and identify skills that can be transferred from one occupation to another (QCC) (8CC\_A2006-15)
- explore the relationship among extracurricular activities, postsecondary education, and career options (QCC) (8CC\_A2006-16)
- explore personal short-term and long-term career goals (QCC) (8CC\_A2006-17)
- describe the connection between career choice and potential earnings (QCC) (8CC\_A2006-18)
- examine types of postsecondary education and training/educational programs and explore financial aid opportunities for each (QCC) (8CC\_A2006-19)
- explore the advantages and challenges of self-employment (QCC) (8CC\_A2006-20)

# Chorus

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## A - Individual Performance Skills

- sing with melodic and rhythmic accuracy (QCC) (8CH\_A2005-1)
- maintain breath control and correct singing posture extended throughout entire singing range (QCC) (8CH\_A2005-2)
- demonstrate open vowel sounds, properly articulated consonants, and appropriate tone quality (QCC) (8CH\_A2005-3)
- demonstrate proper care of the vocal instrument (QCC) (8CH\_A2005-4)

## B - Ensemble Performance Skills

- sing an assigned part individually and in an ensemble, with and without accompaniment (QCC) (8CH\_B2005-5)
- sight-read music in major and minor keys and recognize key and meter signatures of music performed (QCC) (8CH\_B2005-6)
- respond appropriately to expressive and articulation markings (QCC) (8CH\_B2005-7)
- employ terms, symbols, and texts used in repertoire (QCC) (8CH\_B2005-8)
- perform music in compound meters (QCC) (8CH\_B2005-9)
- sing literature in three parts (QCC) (8CH\_B2005-10)
- sing major, minor, and chromatic scales and major and minor arpeggios from memory (QCC) (8CH\_B2005-11)
- demonstrate responsibility to the group through attendance, punctuality, cooperation, leadership, listening, preparation, communication, and acceptable behavior (QCC, CE) (8CH\_B2005-12)
- respond appropriately to conducting techniques used by the director (QCC) (8CH\_B2005-13)
- sing selected music from memory for public performance at least twice per year (QCC) (8CH\_B2005-14)

## C - Music Theory

- discriminate between major, minor, and chromatic scales (QCC) (8CH\_C2005-15)
- explore aural and visual differences between major and minor intervals (QCC) (8CH\_C2005-16)
- use print and non-print media to locate definitions of musical terms and to translate foreign language texts (QCC) (8CH\_C2005-17)

## D - Cultural and Historical Context

- explore the influence that individual composers, cultures, and style period varieties have on interpretation of choral repertoire (QCC) (8CH\_D2005-18)
- use established criteria to evaluate musical performances and identify various types of voices heard in choral performance (QCC) (8CH\_D2005-19)

## E - Creative Skills

- explore creative skills through composing and notating short songs and/or constructing alternate texts for compositions studied in class (QCC, CE) (8CH\_E2005-20)
- describe how technology is used to transcribe, edit, compose, and perform music on a computer station (QCC) (8CH\_E2005-21)

# Engineering and Technology

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## A - Academic Knowledge

- develop an understanding of the Universal Systems Model (GPS) (8ET\_A2009-1)
- develop an understanding of how the design process is used to develop a technological system (GPS) (8ET\_A2009-2)
- recognize relationships among technologies and assess the impact of integrated systems (GPS) (8ET\_A2009-3)
- develop an understanding of how humans interact with systems (GPS) (8ET\_A2009-4)
- develop leadership skills and work ethics (GPS) (8ET\_A2009-5)
- examine and research careers in fields related to engineering and technology (GPS) (8ET\_A2009-6)

# Family and Consumer Science

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## A - Nutrition and Foods

- identify and explain the Dietary Guidelines for Americans (QCC) (8FC\_A2006-1)
- classify foods according to the MyPyramid and list recommended servings and size of each (QCC) (8FC\_A2006-2)
- identify the six essential nutrients and their functions (QCC) (8FC\_A2006-3)
- interpret nutrition information on food labels (QCC) (8FC\_A2006-4)
- identify basic food preparation utensils and equipment and describe their use and care (QCC) (8FC\_A2006-5)
- demonstrate proper measuring techniques for ingredients (QCC) (8FC\_A2006-6)
- interpret and follow a recipe (QCC) (8FC\_A2006-7)
- alter a recipe's yield (QCC) (8FC\_A2006-8)
- identify guidelines for appropriate meal service and dining etiquette (QCC) (8FC\_A2006-9)
- identify and practice proper kitchen safety and sanitation procedures (QCC) (8FC\_A2006-10)

## B - Housing and Consumer Economics

- demonstrate practices relating current technology to issues concerning the home and family (QCC) (8FC\_B2006-11)
- explore money management (QCC) (8FC\_B2006-12)
- identify consumer responsibilities and rights (QCC) (8FC\_B2006-13)
- demonstrate a product comparison (QCC) (8FC\_B2006-14)
- evaluate the pros and cons associated with advertising (QCC) (8FC\_B2006-15)
- identify major factors that influence housing choices (QCC) (8FC\_B2006-16)
- identify and practice important home sanitation and safety precautions (QCC) (8FC\_B2006-17)
- identify the elements and principles of design and their use in the home (QCC) (8FC\_B2006-18)
- select and arrange furniture and accessories (QCC) (8FC\_B2006-19)
- explore organization and maintenance of the household environment (QCC) (8FC\_B2006-20)

## C - Textiles and Apparel

- evaluate criteria important to personal selection of clothing (QCC) (8FC\_C2006-21)
- demonstrate routine care and storage practice for clothing (QCC) (8FC\_C2006-22)
- identify laundry procedures from a care label (QCC) (8FC\_C2006-23)
- demonstrate use of basic sewing equipment (QCC) (8FC\_C2006-24)
- demonstrate basic stitching techniques and minor repair of clothing (QCC) (8FC\_C2006-25)
- identify parts of a sewing machine and their functions (QCC) (8FC\_C2006-26)
- demonstrate the operation of a sewing machine (QCC) (8FC\_C2006-27)
- construct a project using a sewing machine (QCC) (8FC\_C2006-28)

## D - Individual and Family Development

- identify the stages of the life cycle and their characteristics (QCC) (8FC\_D2006-29)
- define self-concept and ways to enhance self-esteem (QCC) (8FC\_D2006-30)
- demonstrate use of the decision-making process (QCC) (8FC\_D2006-31)
- define personal image and explain the importance of grooming (QCC) (8FC\_D2006-32)
- describe appropriate care and activities for children of various ages (QCC) (8FC\_D2006-33)
- identify special safety guidelines for children (QCC) (8FC\_D2006-34)
- identify physical, social, intellectual, and emotional needs which should be satisfied by the family (QCC) (8FC\_D2006-35)
- explore positive and negative family interaction and communication (QCC) (8FC\_D2006-36)
- compare and contrast positive and negative personal relationships (QCC) (8FC\_D2006-37)
- identify and describe common eating disorders (QCC) (8FC\_D2006-38)
- demonstrate proper etiquette/manners (QCC) (8FC\_D2006-39)
- explore opportunities for careers in Family and Consumer Sciences (QCC) (8FC\_D2006-40)
- develop habits that promote future employability and job-readiness (QCC) (8FC\_D2006-41)

# General Music

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## A - Listening Skills

- identify a variety of performance media including musical theater, orchestral, band, choral, and electronic music (QCC) (8GM\_A2005-1)
- identify and describe characteristics of music from various periods, styles, and ethnic origins (QCC) (8GM\_A2005-2)
- explore sounds of various instruments including keyboard instruments, guitar, ukulele, dulcimer, banjo, and mandolin (QCC) (8GM\_A2005-3)
- explore the musical structure of a sonata and a fugue (QCC) (8GM\_A2005-4)
- use a musical score to assist in performing and listening (QCC) (8GM\_A2005-5)
- describe personal response to listening selections (QCC) (8GM\_A2005-6)

## B - Performance Skills

- use a melodic instrument to accompany songs with appropriate chords (QCC) (8GM\_B2005-7)
- explore ensemble music for voice, aurally identifying soprano, alto, tenor, and bass (QCC) (8GM\_B2005-8)
- explore instrumental ensemble music, aurally identifying common orchestra instruments (QCC) (8GM\_B2005-9)
- identify conducting patterns and dynamic indications for classroom performances (QCC) (8GM\_B2005-10)
- sing unison and simple harmonic songs with attention to tone quality, pitch accuracy, style, diction, blend, and balance (QCC) (8GM\_B2005-11)

## C - Creative Skills

- create texts, melodies, and simple harmonies for original songs, commercials or jingles (QCC, CE) (8GM\_C2005-12)
- create planned and improvised accompaniments and arrangements for familiar songs (QCC, CE) (8GM\_C2005-13)
- create both individual and group compositions using a variety of sound sources (QCC, CE) (8GM\_C2005-14)

## D - Music Knowledge

- identify visually and explore acoustically characteristics of orchestra, band, and ethnic instruments (8GM\_D2005-15)
- explore composers and forms representative of each music style period using print and non-print media to locate information (QCC) (8GM\_D2005-16)
- use biographical resources to research major composers, musicians, and performers (QCC) (8GM\_D2005-17)
- use a musical dictionary to define musical terms (QCC) (8GM\_D2005-18)
- recognize the function of I, IV, and V7 chords (tonic, subdominant, and dominant seventh) (QCC) (8GM\_D2005-19)

## E - Music in Society

- recognize the use of music in recreation and other activities (QCC) (8GM\_E2005-20)
- explore community musical organizations and concert attendance opportunities (QCC, CE) (8GM\_E2005-21)
- utilize a variety of sources to gather information and describe various careers in music (QCC, CE) (8GM\_E2005-22)

# Health

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## **A - First Aid**

- demonstrate proper first aid procedures for a variety of emergency situations (QCC) (8HE\_A2009-1)

## **B - Safety**

- identify threats to personal safety and appropriate coping skills (QCC, CE) (8HE\_B2009-2)

## **C - Personal Care**

- examine the advantages, disadvantages, risks, and consequences of lifestyle choices and/or health behaviors (QCC) (8HE\_C2009-3)

## **D - Disease Prevention**

- explain causes, symptoms, prevention strategies, treatment, and control of non-communicable and communicable diseases (QCC) (8HE\_D2009-4)

## **E - Tobacco, Alcohol and Other Drugs**

- assess the consequences of tobacco, alcohol, and other drug use on the fetus and developing child (QCC) (8HE\_E2009-5)
- recognize signs and symptoms of chemical dependency and identify appropriate sources for help and support (QCC) (8HE\_E2009-6)
- describe the problems associated with the use of alcohol and other drugs on teen relationships (QCC) (8HE\_E2009-7)
- practice refusal skills for countering aggressive behavior and pressure to use tobacco products, alcohol, and other drugs (QCC, CE) (8HE\_E2009-8)
- propose alternatives to using alcohol, tobacco products, and other drugs (QCC) (8HE\_E2009-9)

## **F - Nutrition**

- assess personal diet using recommended adolescent dietary guidelines and recommend improvements (QCC) (8HE\_F2009-10)

## **G - Emotional Expression / Mental Health**

- analyze possible causes of conflict among youth and strategies to deal with them (QCC, CE) (8HE\_G2009-11)
- assess personal characteristics and conditions associated with positive self-image (QCC, CE) (8HE\_G2009-12)

## **H - Family Life**

- identify social, emotional, intellectual, and economic aspects of dating (QCC) (8HE\_H2009-13)
- list adverse consequences of a pregnancy in early adolescence as well as positive benefits of postponing pregnancy (QCC) (8HE\_H2009-14)
- analyze the physical, social, emotional, legal, financial, and educational issues related to teenage pregnancy (QCC) (8HE\_H2009-15)
- analyze methods to prevent pregnancy and sexually transmitted disease and their degree of effectiveness or lack thereof (QCC) (8HE\_H2009-16)
- recognize abstinence from sexual activity as the only sure method of preventing pregnancy and sexually transmitted diseases (QCC) (8HE\_H2009-17)

## **I - Anatomy and Physiology**

- review identification of the parts of the male and female reproductive systems and description of their functions (QCC) (8HE\_I2009-18)
- identify the parts and function of the cardiorespiratory, endocrine, and digestive systems (QCC) (8HE\_I2009-19)

# Journalism

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## A - Journalism

- prewrite to generate ideas for writing (QCC) (8JO\_A2001-1)
- draft writing to capture ideas and develop fluency (QCC) (8JO\_A2001-2)
- revise writing to match purposes with audience and to improve content, organization, and style (QCC) (8JO\_A2001-3)
- revise writing to eliminate wordiness (QCC) (8JO\_A2001-4)
- edit for spelling, fragments, and run-on sentences (QCC) (8JO\_A2001-5)
- use writing handouts, grammar checkers, and references to edit usage and mechanics (QCC) (8JO\_A2001-6)
- write to report answers to research questions (QCC) (8JO\_A2001-7)
- write, combine, and vary sentences to match purposes and audience (QCC) (8JO\_A2001-8)
- distinguish between fact and opinion (QCC) (8JO\_A2001-9)
- write Standard American English sentences with correct verb forms, punctuation, capitalization, possessives, plural forms, and other mechanics (QCC) (8JO\_A2001-10)
- write for many purposes (news, editorials, features, and sports) (QCC) (8JO\_A2001-11)
- defend editorial conclusions rationally (QCC) (8JO\_A2001-12)
- read newspapers, charts, graphs, and technical documents for research (QCC) (8JO\_A2001-13)
- read critically, ask pertinent questions, recognize assumptions and implications, and evaluate ideas (QCC) (8JO\_A2001-14)
- identify, comprehend, and summarize the main and subordinate ideas (QCC) (8JO\_A2001-15)
- take notes in interviews and discussions and report accurately what others have said (QCC) (8JO\_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) (8JO\_A2001-17)
- acquire new vocabulary through research and interview (QCC) (8JO\_A2001-18)
- use a variety of print and non-print resources as parts of the research for stories (QCC) (8JO\_A2001-19)
- draw reasoned conclusions from various sources (QCC) (8JO\_A2001-20)
- recognize speaker's purpose and identify verbal and nonverbal components of communication (body language, facial expressions, gestures) (QCC) (8JO\_A2001-21)
- identify strategies for prioritizing tasks to meet deadlines (QCC) (8JO\_A2001-22)
- speak so others can hear and understand (QCC) (8JO\_A2001-23)
- work as a team member to solve problems (QCC) (8JO\_A2001-24)

## B - Technology and Production/Publication Skills

- demonstrate ability to use appropriate medium for production/publications (such as desktop publishing for print journalism, video equipment for broadcast journalism) (8JO\_B2001-25)
- plan interviews for print and/or broadcast stories (8JO\_B2001-26)
- develop interview questions (8JO\_B2001-27)
- conduct and record interviews (8JO\_B2001-28)
- utilize pre-writes, story boards or split-page format for story development (8JO\_B2001-29)
- prepare and refine print articles/script for publication/production (8JO\_B2001-30)
- differentiate writing used in news stories, feature stories, and editorials (8JO\_B2001-31)

## C - Knowledge of Journalism Ethics

- understand and practice the copyright law (QCC) (8JO\_C2001-32)
- understand and practice the privileges of students and educators under the fair use guidelines of the copyright law (8JO\_C2001-33)

## D - Knowledge of Journalism Careers

- identify career opportunities in journalism (8JO\_D2001-34)



# Latin I

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## A - Communication

- read authentic and edited passages appropriate for Latin I (GPS) (8L1\_A2009-1)
- comprehend spoken Latin phrases, quotations, and expressions (GPS) (8L1\_A2009-2)
- provide accurate, written English translations (GPS) (8L1\_A2009-3)
- write simple phrases and sentences in Latin as part of the process for understanding written Latin (GPS) (8L1\_A2009-4)
- read passages aloud with proper intonation and rhythm (GPS) (8L1\_A2009-5)

## B - Culture

- demonstrate an understanding of perspectives, practices, and products of the Greco-Roman culture (GPS) (8L1\_B2009-6)
- interpret cultural practices of the Romans (GPS) (8L1\_B2009-7)

## C - Connections, Comparisons, and Communities

- reinforce and further the knowledge of other disciplines through the study of Latin (GPS) (8L1\_C2009-8)
- acquire information and recognize distinctive viewpoints via the study of Latin and the Greco-Roman civilization (GPS) (8L1\_C2009-9)
- identify situations and resources in which Latin skills and cultural knowledge may be applied beyond the classroom setting for recreational, educational, and occupational purposes (GPS) (8L1\_C2009-10)

# Modern Languages Connections

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## A - Communication

- exchange basic greetings, farewells, and expressions of courtesy orally and in writing (GPS) (8ML\_A2009-1)
- respond to classroom directions (GPS) (8ML\_A2009-2)
- identify vocabulary and respond to simple questions on a variety of topics such as weather, time, family, home, school, and food (GPS) (8ML\_A2009-3)
- manipulate common sequences such as alphabet, calendar, and numbers (GPS) (8ML\_A2009-4)
- identify main ideas and basic details while reading or listening when strongly supported by context or illustrations (GPS) (8ML\_A2009-5)

## B - Culture

- develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken (GPS) (8ML\_B2009-6)

## C - Connections, Comparisons, and Communities

- discuss academic and/or career benefits of language study (GPS) (8ML\_C2009-7)
- use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another (GPS) (8ML\_C2009-8)
- compare the cultures of the target language countries to those of the United States (GPS) (8ML\_C2009-9)
- compare basic elements of the target language to the English language (GPS) (8ML\_C2009-10)
- demonstrate an awareness of current events in the target cultures (GPS) (8ML\_C2009-11)

# Modern Languages Level I

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## **A - Communication: Interpersonal Mode**

- exchange simple spoken and written information in the target language (GPS) (8ML1\_A2009-1)
- conduct brief oral and written exchanges in the target language (GPS) (8ML1\_A2009-2)

## **B - Communication: Interpretive Mode**

- demonstrate understanding of simple spoken and written language presented through a variety of media in the target language based on a variety of topics (GPS) (8ML1\_B2009-3)
- interpret verbal and nonverbal cues to understand simple spoken and written messages in the target language (GPS) (8ML1\_B2009-4)

## **C - Communication: Presentational Mode**

- present information orally and in writing containing a variety of vocabulary, phrases, and patterns (GPS) (8ML1\_C2009-5)
- present brief rehearsed material in the target language (GPS) (8ML1\_C2009-6)

## **D - Culture**

- identify perspectives, practices, and products of the culture(s) where the target language is spoken (GPS) (8ML1\_D2009-7)

## **E - Connections, Comparisons and Communities**

- use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another (GPS) (8ML1\_E2009-8)
- discuss the significance of culture through comparisons of the culture(s) studied and the students' own culture (GPS) (8ML1\_E2009-9)
- compare basic elements of the target language to the English language (GPS) (8ML1\_E2009-10)
- recognize current events in the target culture(s) (GPS) (8ML1\_E2009-11)
- identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting for recreational, educational, and occupational purposes (GPS) (8ML1\_E2009-12)

# Orchestra

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## A - Individual Performance Skills

- maintain correct playing position while developing advanced techniques (QCC) (8OR\_A2005-1)
- develop vibrato to enhance tone quality (QCC) (8OR\_A2005-2)
- exhibit ability to shift positions (left hand) (QCC) (8OR\_A2005-3)
- refine tuning mechanics (QCC) (8OR\_A2005-4)
- play consistently in tune (QCC) (8OR\_A2005-5)
- continue to improve flexibility of right arm and wrist (QCC) (8OR\_A2005-6)
- demonstrate martele, spiccato, staccato, legato, detache, and multiple slur bowing techniques (QCC) (8OR\_A2005-7)
- perform music containing dotted eighth, sixteenth notes, and syncopated rhythms (QCC) (8OR\_A2005-8)
- perform music in 2/4, 3/4, 4/4, 3/8, 6/8, and  $\text{♩}$  time (QCC) (8OR\_A2005-9)
- perform music containing changes in time signature (8OR\_A2005-10)
- perform two-octave scales and arpeggios in C, G, D, F, Bb, and A major (QCC) (8OR\_A2005-11)
- perform music in the keys of C, G, D, A, F, and Bb major (QCC) (8OR\_A2005-12)
- perform music in minor keys (QCC) (8OR\_A2005-13)
- sight-read one grade level below average performance level (QCC) (8OR\_A2005-14)

## B - Ensemble Performance Skills

- demonstrate appropriate concert etiquette (QCC) (8OR\_B2005-15)
- perform publicly at least three times per year at expected competency level (QCC, CE) (8OR\_B2005-16)
- perform increasingly varied styles of music (QCC, CE) (8OR\_B2005-17)
- apply music vocabulary necessary for study, rehearsal, and performance of music (QCC) (8OR\_B2005-18)
- maintain ensemble in unison, two-part, and polyphonic textures (QCC) (8OR\_B2005-19)
- demonstrate ability to play in tune with other members of ensemble (QCC) (8OR\_B2005-20)
- demonstrate awareness of individual instrument's role within the ensemble relating to melody, harmony, balance, blend dynamics and phrasing (QCC) (8OR\_B2005-21)
- critique music performed by ensemble and suggest improvements (QCC) (8OR\_B2005-22)
- develop competencies relating to individual responsibility to the group as pertains to attendance, punctuality, cooperation, leadership, listening, preparation, and acceptable behavior (QCC, CE) (8OR\_B2005-23)

## C - Music Theory

- name key signatures in the keys of C, F, G, Bb, D, and A major (QCC) (8OR\_C2005-24)
- understand structure of minor scales (QCC) (8OR\_C2005-25)
- understand the concept of chromatic scales (8OR\_C2005-26)
- identify intervals (8OR\_C2005-27)
- demonstrate rhythmic concept of triplets (8OR\_C2005-28)
- recognize various musical forms (QCC) (8OR\_C2005-29)
- create, notate, and perform an original melody for personal instrument (QCC) (8OR\_C2005-30)
- improvise an original melody (QCC) (8OR\_C2005-31)

## D - Cultural and Historical Context

- identify and perform stylistic characteristics from various historical periods and representative composers (QCC) (8OR\_D2005-32)
- recognize literature of various composers and stylistic periods (QCC) (8OR\_D2005-33)

## E - Instrument Care

- demonstrate proper care and maintenance of instruments (8OR\_E2005-34)

## Peer Leadership

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### A -

- describe the role, functions, and characteristics of a peer leader (QCC) (8PL\_A1998-2)
- adhere to established ground rules and the National Peer Helping Association ethical guidelines (8PL\_A1998-3)
- explore and apply the fundamental characteristics of facilitative relationships and communication skills (QCC) (8PL\_A1998-4)
- identify and demonstrate interpersonal skills necessary to maintain positive peer relationships (QCC) (8PL\_A1998-6)
- demonstrate an understanding of problem-solving and/or mediation techniques (QCC) (8PL\_A1998-7)
- identify methods of conflict/anger management (QCC) (8PL\_A1998-8)
- explore the concepts of prejudice and discrimination and their impact on peer relationships (QCC) (8PL\_A1998-9)
- identify elements of group interaction (QCC) (8PL\_A1998-10)
- utilize elements of successful group interactions by participating in a variety of roles within group settings (QCC) (8PL\_A1998-11)
- participate in assigned targeted groups within the school community (QCC) (8PL\_A1998-12)
- define positive and negative aspects of peer pressure (QCC) (8PL\_A1998-13)
- indicate a variety of alternatives to negative peer pressure (QCC) (8PL\_A1998-14)
- explore how personal responsibility relates to long- and short-range life and career goals (QCC) (8PL\_A1998-15)
- establish roles, responsibilities, and procedures related to peer tutoring including effective study habits, test-taking skills, and time management (QCC) (8PL\_A1998-16)
- demonstrate knowledge and skills of peer leadership intervention strategies in a variety of settings (8PL\_A1998-17)
- utilize knowledge and understanding gained through individual and/or group projects (8PL\_A1998-18)

# Physical Education

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## **A - Fitness**

- participate in health-enhancing fitness activities (QCC, CE) (8PE\_A2009-1)
- demonstrate progress toward or meet health-related fitness standards as defined by research (8PE\_A2009-2)
- apply basic training rules to improve muscular fitness (8PE\_A2009-3)

## **B - Motor Skills and Movement Patterns**

- perform a variety of complex throwing and catching patterns (8PE\_B2009-4)
- perform a variety of complex striking patterns (8PE\_B2009-5)
- perform complex timing and rhythm sequences (8PE\_B2009-6)

## **C - Movement Concepts and Principles**

- apply movement concepts and principles related to the learning and development of motor skills (QCC) (8PE\_C2009-7)
- apply basic practice and conditioning principles that enhance performance (QCC) (8PE\_C2009-8)
- apply advanced offensive and defensive strategies in modified settings (QCC) (8PE\_C2009-9)

## **D - Personal and Social Behaviors**

- exhibit responsible personal and social behavior that respects self and others in physical activity settings (8PE\_D2009-10)
- demonstrate how to work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive settings (8PE\_D2009-11)

# Study Skills

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## **A-**

- describe and demonstrate the attitudes and habits necessary for school success (8SK\_A1999-1)
- demonstrate appropriate and effective study methods (8SK\_A1999-2)
- set and work towards appropriate goals (8SK\_A1999-3)
- read for the purposes of gathering information and/or following directions (8SK\_A1999-4)
- learn appropriate listening skills (8SK\_A1999-5)
- demonstrate efficient organization and management of time (8SK\_A1999-6)
- demonstrate efficient organization and management of materials and space (8SK\_A1999-7)
- select and demonstrate appropriate problem-solving strategies (for example, math word problems, brain teasers, personal problem-solving, and study methods) (8SK\_A1999-8)
- use graphic aids found in textbooks and other sources of information (such as maps, graphs, charts, and tables) (8SK\_A1999-9)
- identify appropriate test-taking strategies (8SK\_A1999-10)

# Theatre Arts

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## A - Creation and Performance

- employ and respond to sensory and emotional experiences in drama activities (QCC) (8TA\_A2005-1)
- analyze and apply vocal techniques to express a variety of characterizations (QCC) (8TA\_A2005-2)
- analyze and apply movement techniques to express a variety of characterizations (QCC) (8TA\_A2005-3)
- interpret and develop meaning and character through dramatic text and activities (QCC) (8TA\_A2005-4)
- apply ensemble skills through pantomime, improvisation, and acting (QCC) (8TA\_A2005-5)
- design and create simple scenery, costumes, props, lighting, sound, music, and/or makeup for dramatic presentations, using research skills as needed to gather resources (QCC, CE) (8TA\_A2005-6)
- examine and describe technical aspects of theatre arts (direction, blocking, scene design, and script notation) (QCC) (8TA\_A2005-7)
- create original scripts and adapt appropriate literature into scripted material for presentation (QCC, CE) (8TA\_A2005-8)
- develop and apply vocabulary appropriate to theatre arts (QCC) (8TA\_A2005-9)
- demonstrate responsibility to the group through attendance, punctuality, cooperation, leadership, listening, preparation, and self-discipline (QCC) (8TA\_A2005-10)

## B - Perception and Analysis

- demonstrate understanding of the role of the audience (QCC) (8TA\_B2005-11)
- evaluate theatre experiences (QCC) (8TA\_B2005-12)
- understand theatre as a literary form and incorporate common elements and themes from other disciplines (QCC) (8TA\_B2005-13)
- recognize relationships among dramatic forms (QCC) (8TA\_B2005-14)

## C - Cultural and Historical Context

- discuss the relationships between life and theatre (QCC) (8TA\_C2005-15)
- identify well-known Georgians who have made valuable contributions to theatre (QCC) (8TA\_C2005-16)
- recognize and identify the role of theatre in cultural development over time (QCC, CE) (8TA\_C2005-17)
- understand the development of theatre in America and its common roots in other countries (QCC, CE) (8TA\_C2005-18)

# Visual Arts

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## A - Creation and Performance

- create artwork from visual memories, imagination, and/or emotions (QCC, CE) (8VA\_A2005-1)
- represent ideas in a variety of 2-D and 3-D media (QCC) (8VA\_A2005-2)
- utilize elements and principles of art to produce artwork using a variety of materials and techniques (QCC) (8VA\_A2005-3)
- demonstrate proper technique, care, and safe use of art materials and tools (QCC, CE) (8VA\_A2005-4)
- explore the creation of art using technology (QCC, CE) (8VA\_A2005-5)

## B - Perception and Analysis

- identify and describe elements and principles of art in the environment and artwork (QCC) (8VA\_B2005-6)
- explore various art forms and techniques an artist might select to produce 2-D and 3-D artworks (QCC) (8VA\_B2005-7)
- analyze artworks using artistic vocabulary (description, interpretation, and judgment) (QCC, CE) (8VA\_B2005-8)

## C - Cultural and Historical Context

- identify career opportunities for artists (QCC, CE) (8VA\_C2005-9)
- explore artists and philosophies of art from historical and contemporary periods (QCC) (8VA\_C2005-10)
- explore conceptual relationships between fine arts and other disciplines (QCC) (8VA\_C2005-11)

# 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	baby	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	flaw	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		







**Gwinnett County Public Schools**  
437 Old Peachtree Road, NW  
Suwanee, GA 30024-2978  
678-301-6000  
[www.gwinnett.k12.ga.us](http://www.gwinnett.k12.ga.us)