



AKS

ACADEMIC KNOWLEDGE AND SKILLS
GWINNETT COUNTY PUBLIC SCHOOLS

6TH GRADE

2012-13 COMPLETE AKS

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

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

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

In this booklet, you will find a complete list of the AKS for 6th grade. We encourage you to talk to your child about what he or she is learning. WELCOME TO 6TH GRADE!



About the Academic Knowledge and Skills (AKS) Curriculum

The AKS are the standards for academic excellence for all students in Gwinnett County Public Schools (GCPS). In every GCPS classroom, instruction and assessment are tailored so that all students learn the AKS. The alignment of AKS with standardized assessments— such as the state-required Iowa Tests of Basic Skills (ITBS) for 8th graders— ensures that GCPS middle school students are well-prepared for this national measurement of achievement. GCPS’ rigorous AKS curriculum also aligns with the state curriculum— the Common Core Georgia Performance Standards (CCGPS) in Language Arts, Mathematics, and literacy standards in Science, Social Studies, and Technical Education; and the Georgia Performance Standards (GPS) in other content areas. This alignment assures that students are prepared for state tests, including the Criterion-Referenced Competency Tests (CRCT), which measure the grade-level achievement of Georgia elementary and middle school students in grades 3–8.

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

About Testing for 6th Grade

All 6th grade students participate in the state’s Criterion-Referenced Competency Tests (CRCT) in the spring. The CRCT measures what students should know and be able to do at the end of 6th grade, based on the state’s curriculum— the Common Core Georgia Performance Standards (CCGPS) in Language Arts and Mathematics, and the Georgia Performance Standards (GPS) in other content areas. (Gwinnett’s AKS curriculum includes and goes beyond the state’s curriculum.) Georgia students in 6th grade take the CRCT in Reading, English/Language Arts, Mathematics, Science, and Social Studies. Students are expected to meet or exceed grade-level expectations on each CRCT subtest to be on track for success in school.

About Promotion to 7th Grade

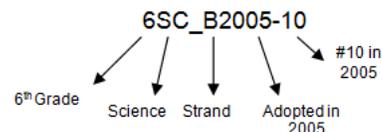
A student enrolled in 6th grade must pass four of five subjects for the school year, with Connections classes being averaged as one grade each semester. Language Arts and Mathematics must be two of the four subjects passed each semester.* Should a student not earn promotion to 7th grade, he or she will have the opportunity to attend summer school to learn the AKS not mastered during the school year.

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

Notes about this Booklet

- Correlations to the following state-required curriculum standards/objectives and middle school assessments are indicated for respective Academic Knowledge and Skills: Common Core Georgia Performance Standards (CCGPS), Georgia Performance Standards (GPS), Quality Core Curriculum (QCC), Iowa Tests of Basic Skills (ITBS), and Character Education (CE).
- Academic Knowledge and Skills beginning with “explore” will not be assessed for mastery at that grade level, but are prerequisite for mastery at a higher grade level.
- AKS booklets are available for other grade levels (K–8 and combined grades for high school) and by core academic subject (Language Arts, Mathematics, Science, and Social Studies) on the district website at www.gwinnett.k12.ga.us. In addition, a comprehensive book includes the AKS for all middle grade levels as well as the AKS in core subjects for the 5th and 9th grades. These booklets are posted in PDF form.
- Parents also can find online PDFs of grade-level brochures (grades K–8) with a more general overview of what students will learn, available services, promotion requirements, and grade-level testing. The Choice Book serves this purpose for high school students, providing an overview of the high school experience, high school and postsecondary planning tools, and a “course catalog.” Parents receive a printed copy of their child’s grade-level AKS brochure (K–8) at the start of the school year, and rising 9th graders receive a printed copy of The Choice Book.

- The AKS numbering system was developed to allow for additions and deletions of AKS without changing the number reference of other AKS. The reference code includes the subject and/or grade level, a letter representing the topic strand and the year implemented. (*See the example to the right.*)



Character Education

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

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

Parent Involvement

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



Be There is a national movement that inspires parents to become more involved in their child’s education and their public schools. Teachable moments are everywhere. You can be your child’s favorite teacher by connecting in meaningful ways as you go through the ordinary routines of the day... driving in the car, preparing a meal, shopping, or doing chores. Below and in your child’s AKS brochure, you will find tips for helping your child have a successful 6th grade experience. Look for more helpful tipsheets and other resources on the school system web site and your local school web site.

Suggestions for Helping Your Child Achieve Academically

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

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

Language Arts

A - Reading: Literature

- cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (CCGPS) (6LA_A2012-1/ELACC6RL1)
- determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments (CCGPS) (6LA_A2012-2/ELACC6RL2)
- describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution (CCGPS) (6LA_A2012-3/ELACC6RL3)
- determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone (CCGPS) (6LA_A2012-4/ELACC6RL4)
- analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot (CCGPS) (6LA_A2012-5/ELACC6RL5)
- explain how an author develops the point of view of the narrator or speaker in a text (CCGPS) (6LA_A2012-6/ELACC6RL6)
- compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch (CCGPS) (6LA_A2012-7/ELACC6RL7)
- compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels, fantasy stories, and traditional literature from different cultures) in terms of their approaches to similar themes and topics (CCGPS) (6LA_A2012-8/ELACC6RL9)
- read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range, by the end of grade 6 (CCGPS) (6LA_A2012-9/ELACC6RL10)

B - Reading: Informational Text

- cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (CCGPS) (6LA_B2012-10/ELACC6RI1)
- determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments (CCGPS) (6LA_B2012-11/ELACC6RI2)
- analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes) (CCGPS) (6LA_B2012-12/ELACC6RI3)
- determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings (CCGPS) (6LA_B2012-13/ELACC6RI4)
- analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas (CCGPS) (6LA_B2012-14/ELACC6RI5)
- determine an author's point of view or purpose in a text and explain how it is conveyed in the text (CCGPS) (6LA_B2012-15/ELACC6RI6)
- integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue (CCGPS) (6LA_B2012-16/ELACC6RI7)
- trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (CCGPS) (6LA_B2012-17/ELACC6RI8)
- compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person) (CCGPS) (6LA_B2012-18/ELACC6RI9)
- read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range, by the end of grade 6 (CCGPS) (6LA_B2012-19/ELACC6RI10)

C - Writing

- write arguments to support claims with clear reasons and relevant evidence (CCGPS) (6LA_C2012-20/ELACC6W1)
- write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (CCGPS) (6LA_C2012-21/ELACC6W2)
- write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (CCGPS) (6LA_C2012-22/ELACC6W3)
- produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (CCGPS) (6LA_C2012-23/ELACC6W4)
- develop and strengthen writing as needed, with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach (CCGPS) (6LA_C2012-24/ELACC6W5)
- use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting (CCGPS) (6LA_C2012-25/ELACC6W6)
- conduct short research projects to answer questions, drawing on several sources and refocusing the inquiries when appropriate (CCGPS) (6LA_C2012-26/ELACC6W7)
- gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources (CCGPS) (6LA_C2012-27/ELACC6W8)
- draw evidence from literary or informational texts, to support analysis, reflection, and research (CCGPS) (6LA_C2012-28/ELACC6W9)
- write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (CCGPS) (6LA_C2012-29/ELACC6W10)

D - Speaking and Listening

- engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly (CCGPS) (6LA_D2012-30/ELACC6SL1)
- interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study (CCGPS) (6LA_D2012-31/ELACC6SL2)
- delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not (CCGPS) (6LA_D2012-32/ELACC6SL3)
- present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation (CCGPS) (6LA_D2012-33/ELACC6SL4)
- include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information (CCGPS) (6LA_D2012-34/ELACC6SL5)
- adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (CCGPS) (6LA_D2012-35/ELACC6SL6)

E - Language

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCGPS) (6LA_E2012-36/ELACC6L1)
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CCGPS) (6LA_E2012-37/ELACC6L2)
- use knowledge of language and its conventions when writing, speaking, reading, or listening (CCGPS) (6LA_E2012-38/ELACC6L3)
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies (CCGPS) (6LA_E2012-39/ELACC6L4)

E – Language (*continued*)

- demonstrate understanding of figurative language, word relationships, and nuances in word meanings (CCGPS) (6LA_E2012-40/ELACC6L5)
- acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression (CCGPS) (6LA_E2012-41/ELACC6L6)

Math 6

A - Ratio and Proportional Relationships

- explain the meaning of and use ratio language to describe a ratio relationship between two quantities (CCGPS) (6MA_A2012-1/MCC6.RP.1)
- explain the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship (CCGPS) (6MA_A2012-2/MCC6.RP.2)
- use ratio and rate reasoning to solve real-world and mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations) (CCGPS) (6MA_A2012-3/MCC6.RP.3)
- make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane (use tables to compare ratios) (CCGPS) (6MA_A2012-4/MCC6.RP.3_a)
- solve unit rate problems including those involving unit pricing and constant speed (CCGPS) (6MA_A2012-5/MCC6.RP.3_b)
- find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole given a part and the percent (CCGPS) (6MA_A2012-6/MCC6.RP.3_c)
- use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities (CCGPS) (6MA_A2012-7/MCC6.RP.3_d)

B - The Number System

- compute and interpret quotients of fractions using visual fraction models to solve word problems (CCGPS) (6MA_B2012-8/MCC6.NS.1)
- compute multi-digit decimal and whole number problems fluently in all four operations (CCGPS) (6MA_B2012-9/MCC6.NS.2/MCC6.NS.3)
- determine the greatest common factor of two whole numbers less than or equal to 100 (CCGPS) (6MA_B2012-10/MCC6.NS.4)
- determine the least common multiple of two whole numbers less than or equal to 12 (CCGPS) (6MA_B2012-11/MCC6.NS.4)
- use the distributive property to express a sum of two whole numbers 1-100 with a common factor as the multiple of two whole numbers with no common factor (CCGPS) (6MA_B2012-12/MCC6.NS.4)
- model and demonstrate that all positive and negative numbers represent quantities that have opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, debits/credits, positive/negative electric charge) (CCGPS) (6MA_B2012-13/MCC6.NS.5)
- represent positive and negative numbers as quantities in real-world contexts, explaining the meaning of zero in each situation (CCGPS) (6MA_B2012-14/MCC6.NS.5)
- recognize that a rational number is a point on the number line; extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates (CCGPS) (6MA_B2012-15/MCC6.NS.6)

B - The Number System (continued)

- recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of a number is the number itself (e.g., $-(-3) = 3$, and that 0 is its own opposite) (CCGPS) (6MA_B2012-16/MCC6.NS.6_a)
- understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes (CCGPS) (6MA_B2012-17/MCC6.NS.6_b)
- find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane (CCGPS) (6MA_B2012-18/MCC6.NS.6_c)
- understand ordering and absolute value of rational numbers (CCGPS) (6MA_B2012-19/MCC6.NS.7)
- interpret statements of inequality as statements about the relative position of two numbers on a number line diagram (CCGPS) (6MA_B2012-20/MCC6.NS.7_a)
- write, interpret, and explain statements of order for rational numbers in real-world contexts (CCGPS) (6MA_B2012-21/MCC6.NS.7_b)
- recognize the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation (CCGPS) (6MA_B2012-22/MCC6.NS.7_c)
- distinguish comparisons of absolute value from statements about order (CCGPS) (6MA_B2012-23/MCC6.NS.7d)
- solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane; include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate (CCGPS) (6MA_B2012-24/MCC6.NS.8)

C - Expressions and Equations

- write and evaluate numerical expressions involving whole-number exponents by applying order of operations (CCGPS) (6MA_C2012-25/MCC6.EE.1)
- write, read, and evaluate expressions in which letters stand for numbers (CCGPS) (6MA_C2012-26/MCC6.EE.2)
- write expressions that record operations with numbers and with letters standing for numbers (CCGPS) (6MA_C2012-27/MCC6.EE.2_a)
- identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity (CCGPS) (6MA_C2012-28/MCC6.EE.2_b)
- evaluate expressions at specific values for their variables (include expressions that arise from formulas in real-world problems; perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (order of operations)) (CCGPS) (6MA_C2012-29/MCC6.EE.2_c)
- apply the properties of operations to generate equivalent expressions involving one or more variables (CCGPS) (6MA_C2012-30/MCC6.EE.3)
- identify when two expressions are equivalent (e.g., when the two expressions name the same number regardless of which value is substituted into them) (CCGPS) (6MA_C2012-31/MCC6.EE.4)
- use substitution to determine whether a given number in a specified set makes an equation or inequality true (CCGPS) (6MA_C2012-32/MCC6.EE.5)
- use variables to represent numbers and write expressions when solving a real-world or mathematical problem (CCGPS) (6MA_C2012-33/MCC6.EE.6)
- solve real-world and mathematical problems by writing and solving one-step linear equations, in the form $x + p = q$ and $px = q$, using each of the four basic operations in which all values are nonnegative rational numbers (CCGPS) (6MA_C2012-34/MCC6.EE.7)
- write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem (CCGPS) (6MA_C2012-35/MCC6.EE.8)
- recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams (CCGPS) (6MA_C2012-36/MCC6.EE.8)

C - Expressions and Equations (*continued*)

- represent, describe, and analyze relationships between independent and dependent variables using tables, graphs, and formulas (CCGPS) (6MA_C2012-37/MCC6.EE.9)

D - Geometry

- find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems (CCGPS) (6MA_D2012-38/MCC6.G.1)
- find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths and show that the volume is the same as would be found by multiplying the edge lengths of the prism; apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems (CCGPS) (6MA_D2012-39/MCC6.G.2)
- draw polygons in the coordinate plane given coordinates for the vertices (CCGPS) (6MA_D2012-40/MCC6.G.3)
- use a polygon's coordinates to find the vertical or horizontal side lengths of the figure as applied to real-world and mathematical problems (CCGPS) (6MA_D2012-41/MCC6.G.3)
- represent three-dimensional figures using nets made up of rectangles and triangles (CCGPS) (6MA_D2012-42/MCC6.G.4)
- estimate and calculate surface area of three-dimensional figures using nets of rectangles and triangles in the context of real-world problems (CCGPS) (6MA_D2012-43/MCC6.G.4)

E - Statistics and Probability

- develop and identify statistical questions used to collect data with variability (CCGPS) (6MA_E2012-44/MCC6.SP.1)
- describe and analyze a set of data collected to answer a statistical question based on measures of central tendency, identifying the center, spread, and overall shape of the distribution (CCGPS) (6MA_E2012-45/MCC6.SP.2)
- contrast a measure of center with a measure of variation for a numerical set (CCGPS) (6MA_E2012-46/MCC6.SP.3)
- display, read, and analyze data using appropriate graphs, including box-and-whisker plots, scatter plots, histograms, and line plots (CCGPS) (6MA_E2012-47/MCC6.SP.4)
- summarize numerical data sets in relation to their context such as by reporting the number of observations; describing the nature of the attribute under investigation, including how it was measured and its units of measurement; giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation) as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data was gathered; relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered (CCGPS) (6MA_E2012-48/MCC6.SP.5)

TF - Number and Operations - Fraction

- solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem (CCGPS) (6MA_TF2012-49/MCC5.NF.6)

6th Grade Accelerated Math

A - Ratio and Proportional Relationships

- explain the meaning of and use ratio language to describe a ratio relationship between two quantities (CCGPS) (6MAS_A2012-1/MCC6.RP.1)
- explain the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship (CCGPS) (6MAS_A2012-2/MCC6.RP.2)

A - Ratio and Proportional Relationships (continued)

- use ratio and rate reasoning to solve real-world and mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations) (CCGPS) (6MAS_A2012-3/MCC6.RP.3)
- make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane (use tables to compare ratios) (CCGPS) (6MAS_A2012-4/MCC6.RP.3_a)
- solve unit rate problems including those involving unit pricing and constant speed (CCGPS) (6MAS_A2012-5/MCC6.RP.3_b)
- find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole given a part and the percent (CCGPS) (6MAS_A2012-6/MCC6.RP.3_c)
- use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities (CCGPS) (6MAS_A2012-7/MCC6.RP.3_d)
- calculate unit rates associated with complex fractions, including ratios of lengths, areas, and other quantities measured in like or different units (CCGPS) (6MAS_A2012-8/MCC7.RP.1)
- recognize and represent proportional relationships between quantities (CCGPS) (6MAS_A2012-9/MCC7.RP.2)
- determine whether two quantities are in a proportional relationship (e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin) (CCGPS) (6MAS_A2012-10/MCC7.RP.2_a)
- identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships (CCGPS) (6MAS_A2012-11/MCC7.RP.2_b)
- represent proportional relationships by equations (CCGPS) (6MAS_A2012-12/MCC7.RP.2_c)
- explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate (CCGPS) (6MAS_A2012-13/MCC7.RP.2_d)
- use proportional relationships to solve multi-step ratio and percent problems (ex. simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error) (CCGPS) (6MAS_A2012-14/MCC7.RP.3)

B - The Number System

- compute and interpret quotients of fractions using visual fraction models to solve word problems (CCGPS) (6MAS_B2012-15/MCC6.NS.1)
- compute multi-digit decimal and whole number problems fluently in all four operations (CCGPS) (6MAS_B2012-16/MCC6.NS.2/MCC6.NS.3)
- determine the greatest common factor of two whole numbers less than or equal to 100 (CCGPS) (6MAS_B2012-17/MCC6.NS.4)
- determine the least common multiple of two whole numbers less than or equal to 12 (CCGPS) (6MAS_B2012-18/MCC6.NS.4)
- use the distributive property to express a sum of two whole numbers 1-100 with a common factor as the multiple of two whole numbers with no common factor (CCGPS) (6MAS_B2012-19/MCC6.NS.4)
- model and demonstrate that all positive and negative numbers represent quantities that have opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, debits/credits, positive/negative electric charge) (CCGPS) (6MAS_B2012-20/MCC6.NS.5)
- represent positive and negative numbers as quantities in real-world contexts, explaining the meaning of zero in each situation (CCGPS) (6MAS_B2012-21/MCC6.NS.5)
- recognize that a rational number is a point on the number line; extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates (CCGPS) (6MAS_B2012-22/MCC6.NS.6)
- recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of a number is the number itself (e.g., $-(-3) = 3$, and that 0 is its own opposite) (CCGPS) (6MAS_B2012-23/MCC6.NS.6_a)

B - The Number System (continued)

- understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes (CCGPS) (6MAS_B2012-24/MCC6.NS.6_b)
- find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane (CCGPS) (6MAS_B2012-25/MCC6.NS.6_c)
- understand ordering and absolute value of rational numbers (CCGPS) (6MAS_B2012-26/MCC6.NS.7)
- interpret statements of inequality as statements about the relative position of two numbers on a number line diagram (CCGPS) (6MAS_B2012-27/MCC6.NS.7_a)
- write, interpret, and explain statements of order for rational numbers in real-world contexts (CCGPS) (6MAS_B2012-28/MCC6.NS.7_b)
- recognize the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation (CCGPS) (6MAS_B2012-29/MCC6.NS.7_c)
- distinguish comparisons of absolute value from statements about order (CCGPS) (6MAS_B2012-30/MCC6.NS.7d)
- solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane; include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate (CCGPS) (6MAS_B2012-31/MCC6.NS.8)
- apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram (CCGPS) (6MAS_B2012-32/MCC7.NS.1)
- describe situations in which opposite quantities combine to make 0 (CCGPS) (6MAS_B2012-33/MCC7.NS.1_a)
- identify $p + q$ as the number located a distance $(|q|)$ from p , in the positive or negative direction depending on whether q is positive or negative; show that a number and its opposite have a sum of 0 (are additive inverses); interpret sums of rational numbers by describing real-world contexts (CCGPS) (6MAS_B2012-34/MCC7.NS.1_b)
- identify subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$; show that the distance between two rational numbers on the number line is the absolute value of their difference and apply this principle in real-world contexts (CCGPS) (6MAS_B2012-35/MCC7.NS.1_c)
- apply properties of operations as strategies to add and subtract rational numbers (CCGPS) (6MAS_B2012-36/MCC7.NS.1_d)
- apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers (CCGPS) (6MAS_B2012-37/MCC7.NS.2)
- recognize that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers; interpret products of rational numbers by describing real-world contexts (CCGPS) (6MAS_B2012-38/MCC7.NS.2_a)
- recognize that integers can be divided, provided that the divisor is not zero and every quotient of integers (with non-zero divisor) is a rational number (if p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$); interpret quotients of rational numbers by describing real-world contexts (CCGPS) (6MAS_B2012-39/MCC7.NS.2_b)
- apply properties of operations as strategies to multiply and divide rational numbers (CCGPS) (6MAS_B2012-40/MCC7.NS.2_c)
- convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats (CCGPS) (6MAS_B2012-41/MCC7.NS.2_d)
- solve real-world and mathematical problems involving the four operations with rational numbers (CCGPS) (6MAS_B2012-42/MCC7.NS.3)

C - Expressions and Equations

- write and evaluate numerical expressions involving whole-number exponents by applying order of operations (CCGPS) (6MAS_C2012-43/MCC6.EE.1)
- write, read, and evaluate expressions in which letters stand for numbers (CCGPS) (6MAS_C2012-44/MCC6.EE.2)
- write expressions that record operations with numbers and with letters standing for numbers (CCGPS) (6MAS_C2012-45/MCC6.EE.2_a)
- identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity (CCGPS) (6MAS_C2012-46/MCC6.EE.2_b)
- evaluate expressions at specific values for their variables (include expressions that arise from formulas in real-world problems; perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (order of operations)) (CCGPS) (6MAS_C2012-47/MCC6.EE.2_c)
- apply the properties of operations to generate equivalent expressions involving one or more variables (CCGPS) (6MAS_C2012-48/MCC6.EE.3)
- identify when two expressions are equivalent (e.g., when the two expressions name the same number regardless of which value is substituted into them) (CCGPS) (6MAS_C2012-49/MCC6.EE.4)
- use substitution to determine whether a given number in a specified set makes an equation or inequality true (CCGPS) (6MAS_C2012-50/MCC6.EE.5)
- use variables to represent numbers and write expressions when solving a real-world or mathematical problem (CCGPS) (6MAS_C2012-51/MCC6.EE.6)
- solve real-world and mathematical problems by writing and solving one-step linear equations, in the form $x + p = q$ and $px = q$, using each of the four basic operations in which all values are nonnegative rational numbers (CCGPS) (6MAS_C2012-52/MCC6.EE.7)
- write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem (CCGPS) (6MAS_C2012-53/MCC6.EE.8)
- recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams (CCGPS) (6MAS_C2012-54/MCC6.EE.8)
- represent, describe, and analyze relationships between independent and dependent variables using tables, graphs, and formulas (CCGPS) (6MAS_C2012-55/MCC6.EE.9)
- add, subtract, factor, and expand linear expressions with rational coefficients (CCGPS) (6MAS_C2012-56/MCC7.EE.1)
- interpret solutions of algebraic expressions and equations in problem contexts (CCGPS) (6MAS_C2012-57/MCC7.EE.2)
- solve multi-step real life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically (CCGPS) (6MAS_C2012-58/MCC7.EE.3)
- apply properties of operations as strategies to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies (CCGPS) (6MAS_C2012-59/MCC7.EE.3)
- use variables to represent quantities in a real-world or mathematical problem and construct simple equations and inequalities to solve problems by reasoning about the quantities (CCGPS) (6MAS_C2012-60/MCC7.EE.4)
- solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers and solve equations of these forms fluently (CCGPS) (6MAS_C2012-61/MCC7.EE.4_a)
- compare an algebraic solution to an arithmetic solution identifying the sequence of the operations used in each approach (CCGPS) (6MAS_C2012-62/MCC7.EE.4_a)
- solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , r are specific rational numbers; graph the solution set of the inequality and interpret it in the context of the problem (CCGPS) (6MAS_C2012-63/MCC7.EE.4_b)

D - Geometry

- find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems (CCGPS) (6MAS_D2012-64/MCC6.G.1)
- find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths and show that the volume is the same as would be found by multiplying the edge lengths of the prism; apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems (CCGPS) (6MAS_D2012-65/MCC6.G.2)
- draw polygons in the coordinate plane given coordinates for the vertices (CCGPS) (6MAS_D2012-66/MCC6.G.3)
- use a polygon's coordinates to find the vertical or horizontal side lengths of the figure as applied to real-world and mathematical problems (CCGPS) (6MAS_D2012-67/MCC6.G.3)
- represent three-dimensional figures using nets made up of rectangles and triangles (CCGPS) (6MAS_D2012-68/MCC6.G.4)
- estimate and calculate surface area of three-dimensional figures using nets of rectangles and triangles in the context of real-world problems (CCGPS) (6MAS_D2012-69/MCC6.G.4)
- solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale (CCGPS) (6MAS_D2012-70/MCC7.G.1)

E - Statistics and Probability

- develop and identify statistical questions used to collect data with variability (CCGPS) (6MAS_E2012-71/MCC6.SP.1)
- describe and analyze a set of data collected to answer a statistical question based on measures of central tendency, identifying the center, spread, and overall shape of the distribution (CCGPS) (6MAS_E2012-72/MCC6.SP.2)
- contrast a measure of center with a measure of variation for a numerical set (CCGPS) (6MAS_E2012-73/MCC6.SP.3)
- display, read, and analyze data using appropriate graphs, including box-and-whisker plots, scatter plots, histograms, and line plots (CCGPS) (6MAS_E2012-74/MCC6.SP.4)
- summarize numerical data sets in relation to their context such as by reporting the number of observations; describing the nature of the attribute under investigation, including how it was measured and its units of measurement; giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation) as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data was gathered; relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered (CCGPS) (6MAS_E2012-75/MCC6.SP.5)

TF - Number and Operations - Fraction

- solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem (CCGPS) (6MAS_TF2012-76/MCC5.NF.6)

Science

A - Characteristics of Science

- identify questions and problems that can be answered and solved through scientific inquiry (GPS, ITBS, ACT) (6SC_A2005-1)
- design and conduct investigations using scientific method (GPS, ITBS, ACT) (6SC_A2005-2)
- apply standard safety practices for all classroom laboratory and field investigations (GPS) (6SC_A2005-3)

A - Characteristics of Science (*continued*)

- use appropriate scientific tools, techniques, and technologies to gather, analyze, and interpret data (GPS, ITBS, ACT) (6SC_A2005-4)
- apply computation and estimation skills necessary for analyzing data and developing conclusions (GPS) (6SC_A2005-5)
- think critically and logically about relationships between evidence and explanations (GPS, ITBS, ACT) (6SC_A2005-6)
- communicate scientific ideas clearly (GPS) (ITBS, ACT) (6SC_A2005-7)
- read scientific materials to establish context for subject matter, develop vocabulary, and to be aware of current research (GPS) (6SC_A2005-8)
- analyze the importance of understanding systems, models, and scales when exploring scientific and technological matters (GPS) (6SC_A2005-9)
- discuss the importance of curiosity, honesty, openness, and skepticism in science and exhibit these traits in efforts to understand how the world works (GPS) (6SC_A2006-1)

B - Astronomy

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

C - Hydrology

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

D - Meteorology

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

E - Geology

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

F - Paleontology

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

G - Ecology

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

Social Studies

A - Map and Globe Skills

- use cardinal directions (GPS) (6SS_A2009-1)
- use intermediate directions (GPS) (6SS_A2009-2)
- use a letter/number grid system to determine location (GPS) (6SS_A2009-3)
- compare and contrast the categories of natural, cultural, and political features found on maps (GPS) (6SS_A2009-4)
- use customary and metric map scales to determine distance on a map (GPS) (6SS_A2009-5)
- use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps (GPS) (6SS_A2009-6)
- use a map to explain the impact of geography on historical and current events (GPS) (6SS_A2009-7)
- draw conclusions and make generalizations based on information from maps (GPS) (6SS_A2009-8)

A - Map and Globe Skills (*continued*)

- use latitude and longitude to determine location (GPS) (6SS_A2009-9)
- use graphic scales to determine distances on a map (GPS) (6SS_A2009-10)
- compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities (GPS) (6SS_A2009-11)
- compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations (GPS) (6SS_A2009-12)

B - Information and Processing Skills

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

C - Latin America and the Caribbean

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

D - Canada

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

E - Europe

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

F - Australia

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

Beginning Band

A - Skills and Techniques/Performance

- sing, alone and with others, a varied repertoire of music (GPS) (6BA_A2011-1)
- perform on instruments, alone and with others, a varied repertoire of music (GPS) (6BA_A2011-2)
- read and notate music (GPS) (6BA_A2011-3)

B - Creation

- improvise melodies, variations, and accompaniments (GPS) (6BA_B2011-4)
- compose and arrange music within specified guidelines (GPS) (6BA_B2011-5)

C - Critical Analysis/Investigation

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

D - Cultural and Historical Context

- understand relationships between music, the other arts, and disciplines outside the arts (GPS) (6BA_D2011-8)
- connect the relationship of music to history and culture (GPS) (6BA_D2011-9)

Business and Computer Science

A - Keyboarding

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

B - 21st Century Skills

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

C - Computer Applications

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

D - Internet and Safety

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

E - Information Systems

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

F - Literacy Standards

- cite specific textual evidence to support analysis of technical texts (CCGPS) (6CS_F2012-1)
- determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions (CCGPS) (6CS_F2012-2)
- follow precisely a multistep procedure when performing technical tasks (CCGPS) (6CS_F2012-3)
- determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical context (CCGPS) (6CS_F2012-4)
- analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic (CCGPS) (6CS_F2012-5)
- analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text (CCGPS) (6CS_F2012-6)
- integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table) (CCGPS) (6CS_F2012-7)
- distinguish among facts, reasoned judgment based on research findings, and speculation in a text (CCGPS) (6CS_F2012-8)

F - Literacy Standards (*continued*)

- compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic (CCGPS) (6CS_F2012-9)
- read and comprehend technical texts in the grades 6–8 text complexity band independently and proficiently by the end of grade 8 (CCGPS) (6CS_F2012-10)
- write arguments focused on discipline-specific content (CCGPS) (6CS_F2012-11)
- write informative/explanatory texts, including the narration of historical events or technical processes (CCGPS) (6CS_F2012-12)
- produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (CCGPS) (6CS_F2012-13)
- develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (CCGPS) (6CS_F2012-14)
- use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently (CCGPS) (6CS_F2012-15)
- conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration (CCGPS) (6CS_F2012-16)
- gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (CCGPS) (6CS_F2012-17)
- draw evidence from informational texts to support analysis reflection, and research (CCGPS) (6CS_F2012-18)
- write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (CCGPS) (6CS_F2012-19)

Career Connections

A - Interpersonal Skills

- identify positive interpersonal skills (GPS) (6CC_A2011-1)

B - Management Skills

- discover management skills (GPS) (6CC_B2011-2)

C - Goal Setting

- identify employability and educational goals (GPS) (6CC_C2011-3)

D - Literacy Standards

- cite specific textual evidence to support analysis of technical texts (CCGPS) (6CC_D2012-1)
- determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions (CCGPS) (6CC_D2012-2)
- follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks (CCGPS) (6CC_D2012-3)
- determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical context (CCGPS) (6CC_D2012-4)
- analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic (CCGPS) (6CC_D2012-5)
- analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text (CCGPS) (6CC_D2012-6)

D - Literacy Standards (*continued*)

- integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table) (CCGPS) (6CC_D2012-7)
- distinguish among facts, reasoned judgment based on research findings, and speculation in a text (CCGPS) (6CC_D2012-8)
- compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic (CCGPS) (6CC_D2012-9)
- read and comprehend technical texts in the grades 6–8 text complexity band independently and proficiently by the end of grade 8 (CCGPS) (6CC_D2012-10)
- write arguments focused on discipline-specific content (CCGPS) (6CC_D2012-11)
- write informative/explanatory texts, including the narration of historical events or technical processes (CCGPS) (6CC_D2012-12)
- produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (CCGPS) (6CC_D2012-13)
- develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (CCGPS) (6CC_D2012-14)
- use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently (CCGPS) (6CC_D2012-15)
- conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration (CCGPS) (6CC_D2012-16)
- gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (CCGPS) (6CC_D2012-17)
- draw evidence from informational texts to support analysis, reflection, and research (CCGPS) (6CC_D2012-18)
- write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (CCGPS) (6CC_D2012-19)

Beginning Chorus

A - Skills and Techniques/Performance

- sing, alone and with others, a varied repertoire of music (GPS) (6CH_A2011-1)
- perform on instruments, alone and with others, a varied repertoire of music (GPS) (6CH_A2011-2)
- read and notate music (GPS) (6CH_A2011-3)

B - Creation

- improvise melodies, variations, and accompaniments (GPS) (6CH_B2011-4)
- compose and arrange music within specified guidelines (GPS) (6CH_B2011-5)

C - Critical Analysis/Investigation

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

D - Cultural and Historical Context

- understand relationships between music, the other arts, and disciplines outside the arts (GPS) (6CH_D2011-8)
- understand music in relation to history and culture (GPS) (6CH_D2011-9)

Engineering and Technology

A - Academic Knowledge

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

B - Literacy Standards

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

Family and Consumer Science

A - Careers

- explore careers in the areas of culinary arts, consumer services, early childhood education, nutrition and food science, interior and fashion design, education, and leadership (GPS) (6FC_A2011-1)

B - Safety

- utilize standard safety practices for all classroom laboratory and field investigations (GPS) (6FC_B2011-2)

C - Foods and Nutrition

- apply principles of food science, food technology and nutrition and their relationships to growth, development, health, and wellness to support informed decision-making that promotes good health (GPS) (6FC_C2011-3)
- demonstrate food preparation skills (GPS) (6FC_C2011-4)
- identify and demonstrate acceptable behaviors for table service and meal-time behaviors (GPS) (6FC_C2011-5)

D - Child Development

- analyze human growth and development and demonstrate the integration of knowledge, skills, and practices of the caregiver roles (GPS) (6FC_D2011-6)

E - Personal Finance

- identify and discuss social and financial skills needed to develop personal independence and interpersonal relationships (GPS) (6FC_E2011-7)
- analyze factors (social, psychological, economic, cultural) affecting consumer and management decisions for individuals and families (GPS) (6FC_E2011-8)

F - Housing

- analyze factors affecting housing and interior design decisions for individuals and families (GPS) (6FC_F2011-9)

G - Textiles

- analyze factors affecting textile and apparel decisions for individuals and families (GPS) (6FC_G2011-10)

H - Leadership

- demonstrate teamwork, leadership skills, and knowledge to become leaders in the family, workplace, and community (GPS) (6FC_H2011-11)

I - Literacy Standards

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

I - Literacy Standards (*continued*)

- compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic (CCGPS) (6FC_I2012-9)
- read and comprehend technical texts in the grades 6–8 text complexity band independently and proficiently by the end of grade 8 (CCGPS) (6FC_I2012-10)
- write arguments focused on discipline-specific content (CCGPS) (6FC_I2012-11)
- write informative/explanatory texts, including the narration of historical events or technical processes (CCGPS) (6FC_I2012-12)
- produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (CCGPS) (6FC_I2012-13)
- develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (CCGPS) (6FC_I2012-14)
- use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently (CCGPS) (6FC_I2012-15)
- conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration (CCGPS) (6FC_I2012-16)
- gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (CCGPS) (6FC_I2012-17)
- draw evidence from informational texts to support analysis reflection, and research (CCGPS) (6FC_I2012-18)
- write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (CCGPS) (6FC_I2012-19)

General Music

A - Skills and Techniques/Performance

- sing, alone and with others, a varied repertoire of music (GPS) (6GM_A2011-1)
- perform on instruments, alone and with others, a varied repertoire of music (GPS) (6GM_A2011-2)
- read and notate music (GPS) (6GM_A2011-3)

B - Creation

- improvise melodies, variations, and accompaniments (GPS) (6GM_B2011-4)
- compose and arrange music within specified guidelines (GPS) (6GM_B2011-5)

C - Critical Analysis/Investigation

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

D - Cultural and Historical Context

- compare relationships between music, the other arts, and disciplines outside the arts (GPS) (6GM_D2011-8)
- investigate music in relation to history and culture (GPS) (6GM_D2011-9)

Beginning Guitar

A - Skills and Techniques/Performance

- sing, alone and with others, a varied repertoire of music (6GU_A2011-1)
- perform on instruments, alone and with others, a varied repertoire of music (GPS) (6GU_A2011-2)
- read and notate music (GPS) (6GU_A2011-3)

B - Creation

- improvise melodies, variations, and accompaniments (GPS) (6GU_B2011-4)
- compose and arrange music within specified guidelines (GPS) (6GU_B2011-5)

C - Critical Analysis/Investigation

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

D - Cultural and Historical Context

- understand relationships between music, the other arts, and disciplines outside the arts (GPS) (6GU_D2011-8)
- understand music in relation to history and culture (GPS) (6GU_D2011-9)

Health

A - First Aid

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

B - Safety

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

C - Personal Care

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

D - Disease Prevention

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

E - Tobacco, Alcohol, and Other Drugs

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

F - Nutrition

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

G - Emotional Expression/Mental Health

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

H - Family Life

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

I - Applied Anatomy and Physiology

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

Journalism

A - Journalism

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

A - Journalism (*Continued*)

- work as a team member to solve problems (QCC) (6JO_A2010-21)
- recognize speaker's purpose and identify verbal and nonverbal components of communication (body language, facial expressions, gestures) (QCC) (6JO_A2010-22)
- speak so others can hear and understand (QCC) (6JO_A2010-23)

B - Technology and Production/Publication Skills

- demonstrate ability to use appropriate medium for production/publications (e.g., desktop publishing for print journalism, video equipment for broadcast journalism) (QCC) (6JO_B2010-24)
- plan interviews by developing questions for print and/or broadcast stories (QCC) (6JO_B2010-25)
- conduct, record, and accurately report information from interviews (QCC) (6JO_B2010-26)
- utilize pre-writes, story boards, or split-page format for story development (QCC) (6JO_B2010-27)
- prepare and refine print articles/script for publication/production (QCC) (6JO_B2010-28)

C - Knowledge of Journalism Ethics

- understand and practice ethical reporting avoiding bias, slander, and plagiarism (QCC) (6JO_C2010-29)

D - Knowledge of Journalism Careers

- identify career opportunities in journalism (e.g., editor-in-chief, editor, reporter, photojournalist, copy reader, advertisement sales, graphic artist) (QCC) (6JO_D2010-30)

Modern Languages Connections

A - Communication

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

B - Culture

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

C - Connections, Comparisons, and Communities

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

Beginning Orchestra

A - Skills and Techniques/Performance

- sing, alone and with others, a varied repertoire of music (GPS) (6OR_A2011-1)
- perform on instruments, alone and with others, a varied repertoire of music (GPS) (6OR_A2011-2)
- perform, identify, and notate music (GPS) (6OR_A2011-3)
- understand instrument care and maintenance (GPS) (6OR_A2011-4)

B - Creation

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

C - Critical Analysis/Investigation

- listen to, analyze, and describe music (GPS) (6OR_C2011-7)
- evaluate music and music performances (GPS) (6OR_C2011-8)

D - Cultural and Historical Context

- understand relationships between music, the other arts, and disciplines outside the arts (GPS) (6OR_D2011-9)
- understand music in relation to history and culture (GPS) (6OR_D2011-10)

Peer Leadership

A -

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

Physical Education

A - Fitness

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

B - Motor Skills and Movement Patterns

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

C - Movement Concepts and Principles

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

D - Personal and Social Behaviors

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

Beginning Piano

A - Skills and Techniques/Performance

- sing, alone and with others, a varied repertoire of music (GPS) (6PI_A2011-1)
- perform on instruments, alone and with others, a varied repertoire of music (GPS) (6PI_A2011-2)
- read and notate music (GPS) (6PI_A2011-3)

B - Creation

- improvise melodies, variations, and accompaniments (GPS) (6PI_B2011-4)
- compose and arrange music within specified guidelines (GPS) (6PI_B2011-5)

C - Critical Analysis/Investigation

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

D - Cultural and Historical Context

- understand relationships between music, the other arts, and disciplines outside the arts (GPS) (6PI_D2011-8)
- understand music in relation to history and culture (GPS) (6PI_D2011-9)

Study Skills

A-

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

Theatre Arts

A - Creation

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

B - Cultural and Historical Context

- investigate historical and multicultural heritage related to theatre activities (GPS) (6TA_B2011-7)
- connect various art forms, other content areas, and life experiences through theatre activities (GPS) (6TA_B2011-8)
- examine the cultural role of theatre (GPS) (6TA_B2011-9)
- explore career opportunities in theatre (GPS) (6TA_B2011-10)

C - Critical Analysis/Investigation

- evaluate theatre presentations using appropriate supporting evidence (GPS) (6TA_C2011-11)

Visual Arts

A - Create, Design, Engage, and Connect

- visualize and generate ideas with a variety of two-dimensional and three-dimensional art methods and materials to create through a process of authentic engagement (GPS) (6VA_A2011-1)
- create artwork from personal experience by connecting background knowledge to current content (GPS) (6VA_A2011-2)
- apply proper care and safe use of materials and tools (GPS) (6VA_A2011-3)
- engage in the task at hand, collaborate effectively, and move smoothly among whole group, small group, and individual tasks (GPS) (6VA_A2011-4)
- employ technology in the creation of art as a medium and resource (GPS) (6VA_A2011-5)

B - Perceive and Analyze

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

C - Investigate Contextual and Cultural Understanding

- synthesize knowledge of values, themes, and aesthetics of different cultures and contexts (GPS) (6VA_C2011-9)
- apply information from other disciplines to enhance understanding and production of artworks (GPS) (6VA_C2011-10)
- expand knowledge of art as a profession and/or avocation (GPS) (6VA_C2011-11)
- discover how the creative process relates to art history (GPS) (6VA_C2011-12)

D - Assess and Respond

- engage in aesthetics and participate in dialogue about artwork using a variety of approaches (GPS) (6VA_D2011-13)
- explore the process of critical analysis of art (description, interpretation, analysis, and judgment) using own artwork or the artwork of others (GPS) (6VA_D2011-14)

Fry Words by Spelling Stages

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

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

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

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

Fry Words by Spelling Stage											
Stage 4											
above	anything	branches	cotton	entered	flowers	itself	morning	picture	seeds	symbols	weather
along	appear	British	country	entire	follow	Japanese	mother	plains	settled	system	western
another	apple	broken	course	equal	forest	lady	music	planets	several	table	wheels
carry	area	brother	covered	especially	forward	language	never	plural	shoes	teacher	whether
children	arms	building	cows	Europe	friends	later	northern	possible	shoulder	themselves	window
idea	army	burning	create	even	garden	legs	nothing	pounds	similar	thousands	wings
able	around	business	crops	evening	general	letter	notice	power	simple	tiny	winter
about	arrived	cannot	decided	ever	happened	doctor	number	practice	single	today	within
across	away	carefully	decimal	every	happy	level	object	prepared	sister	together	without
actually	baby	cattle	details	everyone	heavy	listen	observe	pretty	slowly	tools	woman
afraid	became	cells	developed	everything	himself	little	ocean	probably	soldiers	total	women
Africa	because	center	difficult	exactly	hours	machine	office	problem	someone	toward	wonder
after	become	cents	discovered	example	however	major	often	process	something	travel	workers
ago	before	circle	divided	except	human	material	only	quickly	sometimes	trouble	written
agreed	began	city	dollars	exciting	hundred	matter	open	radio	southern	uncle	yourself
ahead	begin	clothes	drawing	exercise	hunting	maybe	order	raised	special	under	
afternoon	behind	color	during	expect	inches	measure	other	rather	stars	underline	
almost	being	column	early	explain	increase	melody	outside	reached	story	until	
alone	believe	common	ears	yellow	Indian	members	over	ready	stretched	upon	
already	belong	company	easy	family	indicate	metal	oxygen		study	usually	
also	below	compare	eggs	famous	industry	method	paper	reason	subject	valley	
although	beside	complete	either	farmers	inside	middle	particular	received	suddenly	various	
always	better	compound	electric	father	instead	million	party	remain	suffix	village	
America	between	consider	energy	feeling	interest	modern	passed	repeated	sugar	visit	
among	birds	continued	engine	figure	interesting	molecules	pattern	return	summer	vowel	
amount	body	control	English	finally	into	moment	people	rhythm	surface	Washington	
angle	bones	copy	enjoy	fingers	iron	money	perhaps	river	surprise	water	
answer	bottom	corner	enough	finished	island	months	person	second	syllables	waves	

Fry Words by Spelling Stage			
Stage 5			
action	equation	produce	terms
addition	experience	products	triangle
adjective	experiment	property	understand
animal	express	provide	unit
beautiful	factories	question	value
capital	factors	quiet	
captain	fraction	record	
century	government	region	
certain	history	remember	
conditions	important	report	
consonant	include	represent	
contain	information	result	
correct	insects	science	
current	instruments	scientists	
describe	located	section	
desert	minutes	sense	
design	mountain	sentence	
determine	movement	separate	
dictionary	nation	silent	
difference	natural	solution	
different	necessary	solve	
direct	numeral	statement	
direction	opposite	students	
distance	paragraph	substances	
division	period	suggested	
effect	position	supply	
elements	present	suppose	
England	president	temperature	



Gwinnett County Public Schools

437 Old Peachtree Road, NW

Suwanee, GA 30024-2978

678-301-6000

www.gwinnett.k12.ga.us