



AKS

ACADEMIC KNOWLEDGE AND SKILLS
GWINNETT COUNTY PUBLIC SCHOOLS

KINDERGARTEN 2012-13 COMPLETE AKS

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

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

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

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

WELCOME TO KINDERGARTEN!



About the Academic Knowledge and Skills (AKS) Curriculum

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

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

About Testing for Kindergarten

The Georgia Kindergarten Inventory of Developing Skills (GKIDS) is a year-long, performance-based assessment used statewide. GKIDS will document your child's progress this year in mastering 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.) This ongoing assessment serves as a diagnostic tool during the school year and is not an assessment with a "score" that determines a child's promotion to 1st grade. A number of areas or domains of learning are assessed as part of GKIDS. The four academic areas include English/Language Arts, Mathematics, Social Studies, and Science. The three non-academic areas— Approaches to Learning, Personal and Social Development, and Motor Skills— also contribute to a child's readiness for 1st grade.

About Promotion to 1st Grade

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

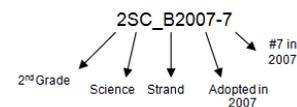
* Note: A special education student's promotion is determined by his or her Individualized Education Program (IEP).

Promotion for a student with Limited English Proficiency (LEP) is determined by his or her AKS Intervention and Modification Plan, or by recommendation of the English Language Learner (ELL)/Test Participation Committee.

Notes about this Booklet

- Correlations to the following state-required curriculum standards/objectives and elementary school assessments are indicated for respective Academic Knowledge and Skills: Common Core Georgia Performance Standards (CCGPS), Georgia Performance Standards (GPS), Iowa Tests of Basic Skills (ITBS), and Character Education (CE).
- Academic Knowledge and Skills beginning with "explore" will not be assessed for mastery at that grade level, but are prerequisite for mastery at a higher grade level.
- AKS booklets are available for other grade levels (K–8 and combined grades for high school) and by core academic subject (Language Arts, Mathematics, Science, and Social Studies) on the district website at www.gwinnett.k12.ga.us. In addition, a comprehensive book includes the AKS for all elementary grade levels as well as the AKS in core subjects for 6th grade. These booklets are posted in PDF form.
- Parents also can find online PDFs of grade-level brochures (grades K–8) with a more general overview of what students will learn, available services, promotion requirements, and grade-level testing. The Choice Book serves this purpose for high school students, providing an overview of the high school experience, high school and postsecondary planning tools, and a "course catalog." Parents receive a printed copy of their child's grade-level AKS brochure (K–8) at the start of the school year, and rising 9th graders receive a printed copy of The Choice Book.

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



Character Education

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

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

Parent Involvement

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



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

Suggestions for Helping Your Child Achieve Academically

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

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

Language Arts

A - Reading: Literature

- ask and answer questions about key details in a text, with prompting and support (CCGPS) (KLA_A2012-1/ELACCKRL1)
- retell familiar stories, including key details, with prompting and support (CCGPS) (KLA_A2012-2/ELACCKRL2)
- identify characters, settings, and major events in a story, with prompting and support (CCGPS) (KLA_A2012-3/ELACCKRL3)
- ask and answer questions about unknown words in a text (CCGPS) (KLA_A2012-4/ELACCKRL4)
- recognize common types of texts (e.g., storybooks, poems) (CCGPS) (KLA_A2012-5/ELACCKRL5)
- name the author and illustrator of a story and define the role of each in telling the story, with prompting and support (CCGPS) (KLA_A2012-6/ELACCKRL6)
- describe the relationship between illustrations and the story in which they appear with prompting and support (e.g., what moment in a story an illustration depicts) (CCGPS) (KLA_A2012-7/ELACCKRL7)
- compare and contrast the adventures and experiences of characters in familiar stories, with prompting and support (CCGPS) (KLA_A2012-8/ELACCKRL9)
- engage in group reading activities, including choral speaking and creative drama, with purpose and understanding (CCGPS) (KLA_A2012-9/ELACCKRL10)

B - Reading: Informational Text

- ask and answer questions about key details in a text, with prompting and support (CCGPS) (KLA_B2012-10/ELACCKRI1)
- identify the main topic and retell key details of a text, with prompting and support (CCGPS) (KLA_B2012-11/ELACCKRI2)
- describe the connection between two individuals, events, ideas, or pieces of information in a text, with prompting and support (CCGPS) (KLA_B2012-12/ELACCKRI3)
- ask and answer questions about unknown words in a text, with prompting and support (CCGPS) (KLA_B2012-13/ELACCKRI4)
- identify the front cover, back cover, and title page of a book (CCGPS) (KLA_B2012-14/ELACCKRI5)
- name the author, title, and illustrator of a text and define the role of each in presenting the ideas or information in a text (CCGPS) (KLA_B2012-15/ELACCKRI6)
- describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts), with prompting and support (CCGPS) (KLA_B2012-16/ELACCKRI7)
- identify the reasons an author gives to support points in a text, with prompting and support (CCGPS) (KLA_B2012-17/ELACCKRI8)
- identify basic similarities in and differences between two texts on the same topic with prompting and support (e.g., in illustrations, descriptions, or procedures) (CCGPS) (KLA_B2012-18/ELACCKRI9)
- engage in group reading activities with purpose and understanding (CCGPS) (KLA_B2012-19/ELACCKRI10)

C - Reading: Foundational Skills

- demonstrate understanding of the organization and basic features of print (CCGPS) (KLA_C2012-20/ELACCKRF1)
- demonstrate understanding of spoken words, syllables, and sounds (phonemes) (CCGPS) (KLA_C2012-21/ELACCKRF2)
- know and apply grade-level phonics and word analysis skills in decoding words (CCGPS) (KLA_C2012-22/ELACCKRF3)
- read emergent-reader texts with purpose and understanding (CCGPS) (KLA_C2012-23/ELACCKRF4)

D - Writing

- use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...) (CCGPS) (KLA_D2012-24/ELACCKW1)
- use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic (CCGPS) (KLA_D2012-25/ELACCKW2)
- use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened (CCGPS) (KLA_D2012-26/ELACCKW3)
- respond to questions and suggestions from peers and add details to strengthen writing as needed, with guidance and support from adults (CCGPS) (KLA_D2012-27/ELACCKW5)
- explore a variety of digital tools and print media to produce and publish writing, including in collaboration with peers, with guidance and support from adults (CCGPS) (KLA_D2012-28/ELACCKW6)
- participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them) (CCGPS) (KLA_D2012-29/ELACCKW7)
- recall information from experiences or gather information from provided sources to answer a question, with guidance and support from adults (CCGPS) (KLA_D2012-30/ELACCKW8)

E - Speaking and Listening

- participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups (CCGPS) (KLA_E2012-31/ELACCKSL1)
- confirm understanding of written texts read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood (CCGPS) (KLA_E2012-32/ELACCKSL2)
- ask and answer questions in order to seek help, get information, or clarify something that is not understood (CCGPS) (KLA_E2012-33/ELACCKSL3)
- describe familiar people, places, things, and events and, with prompting and support, provide additional detail (CCGPS) (KLA_E2012-34/ELACCKSL4)
- add drawings or other visual displays to descriptions as desired to provide additional detail (CCGPS) (KLA_E2012-35/ELACCKSL5)
- speak audibly and express thoughts, feelings, and ideas clearly (CCGPS) (KLA_E2012-36/ELACCKSL6)

F - Language

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCGPS) (KLA_F2012-37/ELACCKL1)
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CCGPS) (KLA_F2012-38/ELACCKL2)
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content (CCGPS) (KLA_F2012-39/ELACCKL4)
- explore word relationships and nuances in word meanings, with guidance and support from adults (CCGPS) (KLA_F2012-40/ELACCKL5)
- use words and phrases acquired through conversations, reading and being read to, and responding to texts (CCGPS) (KLA_F2012-41/ELACCKL6)

Mathematics

A - Counting and Cardinality

- count to 100 by ones and tens (CCGPS) (KMA_A2012-1/MCCK.CC.1)
- count forward by ones, beginning from a given number within the known sequence (instead of having to begin at 1) (CCGPS) (KMA_A2012-2/MCCK.CC.2)
- write numerals from 0 to 20 and represent a number of objects with a written numeral 0-20 with 0 representing a count of no objects (CCGPS) (KMA_A2012-3/MCCK.CC.3)
- demonstrate the relationship between numbers and quantities to 20; connect counting to cardinality (CCGPS) (KMA_A2012-4/MCCK.CC.4)
- count objects by stating number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (CCGPS) (KMA_A2012-5/MCCK.CC.4_a)
- demonstrate that the last number name said tells the number of objects counted; the number of objects is the same regardless of their arrangement or the order in which they were counted (CCGPS) (KMA_A2012-6/MCCK.CC.4_b)
- demonstrate that each successive number name refers to a quantity that is one larger (CCGPS) (KMA_A2012-7/MCCK.CC.4_c)
- given a number from 1-20, count out that many objects (CCGPS) (KMA_A2012-8/MCCK.CC.5)
- count up to 20 objects arranged in a line, rectangular array, or circle or up to 10 objects in a scattered configuration (CCGPS) (KMA_A2012-9/MCCK.CC.5)
- compare two sets of objects and identify which set is equal to, more than, or less than the other using matching and counting strategies (CCGPS) (KMA_A2012-10/MCCK.CC.6)
- compare two numbers between 1 and 10 presented as written numerals (CCGPS) (KMA_A2012-11/MCCK.CC.7)
- identify coins by name and value: pennies, nickels, dimes, quarters, and dollar bills (KMA_A2012-12)

B - Operations and Algebraic Thinking

- represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps) acting out situations, verbal explanations, expressions, or equations (CCGPS) (KMA_B2012-13/MCCK.OA.1)
- add and subtract within 10 using objects or drawings to represent the problem (CCGPS) (KMA_B2012-14/MCCK.OA.2)
- decompose numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawing), and record each decomposition by a drawing or equations (e.g., $5 = 2 + 3$ and $5 = 4 + 1$) (CCGPS) (KMA_B2012-15/MCCK.OA.3)
- find the number that makes 10 when added to the given number, for any number from 1 to 9 (e.g., by using objects or drawings, and record the answer with a drawing or equation) (CCGPS) (KMA_B2012-16/MCCK.OA.4)
- add and subtract within 5 fluently (CCGPS) (KMA_B2012-17/MCCK.OA.5)
- identify, create, extend, and transfer patterns from one representation to another using actions, objects, and geometric shapes (KMA_B2012-18)

C - Number and Operations in Base Ten

- compose and decompose numbers from 11 to 19 into ten ones and some further ones (e.g., by using objects or drawings), and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones (CCGPS) (KMA_C2012-19/MCCK.NBT.1)

D - Measurement and Data

- describe several measurable attributes of an object, such as length or weight (CCGPS) (KMA_D2012-20/MCCK.MD.1)
- directly compare two objects on the basis of length (longer/shorter), capacity (more/less), height (taller/shorter), and weight (heavier/lighter) and describe the difference (CCGPS) (KMA_D2012-21/MCCK.MD.2)
- classify objects into given categories (color, shape, size) (CCGPS) (KMA_D2012-22/MCCK.MD.3)

D - Measurement and Data (*continued*)

- count the number of objects in each category and sort the categories by counts less than or equal to 10 (CCGPS) (KMA_D2012-23/MCCK.MD.3)

E - Geometry

- describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to (CCGPS) (KMA_E2012-24/MCCK.G.1)
- name shapes correctly regardless of their orientations or overall size (CCGPS) (KMA_E2012-25/MCCK.G.2)
- classify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”) (CCGPS) (KMA_E2012-26/MCCK.G.3)
- analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners), and other attributes (e.g., having sides of equal length) (CCGPS) (KMA_E2012-27/MCCK.G.4)
- model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes (CCGPS) (KMA_E2012-28/MCCK.G.5)
- compose simple shapes to form larger shapes (CCGPS) (KMA_E2012-29/MCCK.G.6)

Science

A - Characteristics of Science

- discuss the importance of curiosity, honesty, openness, and skepticism in science and exhibit these traits in efforts to understand how the world works (GPS) (KSC_A2007-1)
- demonstrate knowledge of scientific processes and inquiry methods (GPS) (KSC_A2007-2)
- apply computation and estimation skills necessary for analyzing data and following scientific investigations (GPS) (KSC_A2007-3)
- use tools and instruments for observing, measuring, and manipulating objects in scientific activities (GPS) (KSC_A2007-4)
- use the concepts of system, model, change, and scale when exploring scientific and technological matters (GPS) (KSC_A2007-5)
- communicate scientific ideas and activities clearly (GPS) (KSC_A2007-6)

B - Earth Science

- analyze time patterns and objects (sun, moon, stars) in the day and night sky (GPS) (KSC_B2007-7)
- describe the physical attributes of rocks and soils (GPS) (KSC_B2007-8)

C - Physical Science

- describe objects in terms of their composition and physical attributes (GPS) (KSC_C2007-9)
- explore the forces that cause a change in motion (speed and direction, push and pull) (GPS) (KSC_C2007-10)
- observe and communicate the effect of gravity on objects (GPS) (KSC_C2007-11)

D - Life Science

- distinguish living things from non-living things based on physical attributes (GPS) (KSC_D2007-12)
- compare and contrast groups of organisms (GPS) (KSC_D2007-13)

Social Studies

A - Map and Globe Skills

- use cardinal directions (GPS) (KSS_A2008-1)

B - Information Processing Skills

- compare similarities and differences (GPS) (KSS_B2008-2)
- organize items chronologically (GPS) (KSS_B2008-3)
- identify issues and/or problems (GPS) (KSS_B2008-4)

C - Where We Live

- explain that a map is a drawing of a place and a globe is a model of the earth (GPS) (KSS_C2008-5)
- identify city's geographic location in the world (GPS) (KSS_C2008-6)
- model good citizenship (GPS) (KSS_C2008-7)

D - Our Nation

- identify the purpose of national holidays and describe the people or events celebrated (GPS) (KSS_D2008-8)
- identify important American symbols and explain their meaning (GPS) (KSS_D2008-9)
- use words and phrases related to chronology and time to explain how things change (GPS) (KSS_D2008-10)
- describe American culture by explaining diverse community and family celebrations and customs related to Flag Day and Independence Day (GPS) (KSS_D2008-11)
- retell stories that will illustrate positive character traits and explain how people in the stories (including Betsy Ross sewing the flag and Thomas Jefferson writing the Declaration of Independence) show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment (GPS) (KSS_D2008-12)

E - Observing Labor Day

- identify the purpose of Labor Day and describe the people or events celebrated (GPS) (KSS_E2008-13)
- use words and phrases related to chronology and time to explain how things change in relation to Labor Day (GPS) (KSS_E2008-14)
- describe American culture by explaining diverse community and family celebrations and customs related to Labor Day (GPS) (KSS_E2008-15)
- retell stories that will illustrate positive character traits and explain how people in the stories (such as workers in various job categories) show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment (GPS) (KSS_E2008-16)
- describe the work that people do (police officer, fire fighter, soldier, mail carrier, baker, farmer, doctor, and teacher) (GPS) (KSS_E2008-17)
- explain that people earn income by exchanging their human resources (physical or mental) for wages or salaries (GPS) (KSS_E2008-18)
- explain how money is used to purchase goods and services (GPS) (KSS_E2008-19)

F - Observing Columbus Day

- identify the purpose of Columbus Day and describe the people or events celebrated (GPS) (KSS_F2008-20)
- use words and phrases related to chronology and time to explain how things change in relation to Columbus Day (GPS) (KSS_F2008-21)
- describe American culture by explaining diverse community and family celebrations and customs related to Columbus Day (GPS) (KSS_F2008-22)

F - Observing Columbus Day (*continued*)

- retell stories that will illustrate positive character traits and explain how people in the stories (such as Christopher Columbus) show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment (GPS) (KSS_F2008-23)

G - Observing Veterans Day

- identify the purpose of Veterans Day and describe the people or events celebrated (GPS) (KSS_G2008-25)
- use words and phrases related to chronology and time to explain how things change in relation to Veterans Day (GPS) (KSS_G2008-26)
- describe American culture by explaining diverse community and family celebrations and customs related to Veterans Day (GPS) (KSS_G2008-27)
- retell stories that will illustrate positive character traits and explain how people in the stories (such as a World War II veteran, Gulf War veteran, etc.) show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment (GPS, CE) (KSS_G2008-28)
- describe the work that people do (soldier) (GPS) (KSS_G2008-29)
- explain that people earn income by exchanging their human resources for wages or salaries (GPS) (KSS_G2008-30)

H - Observing Thanksgiving Day

- identify the purpose of Thanksgiving Day and describe the people or events celebrated (GPS) (KSS_H2008-31)
- use words and phrases related to chronology and time to explain how things change in relation to Thanksgiving Day (GPS) (KSS_H2008-32)
- describe American culture by explaining diverse community and family celebrations and customs related to Thanksgiving Day (GPS) (KSS_H2008-33)
- retell stories that will illustrate positive character traits and explain how people in the stories (such as pilgrims) show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment (GPS) (KSS_H2008-34)

I - Observing Martin Luther King Jr. Day

- identify the purpose of Martin Luther King Jr. Day and describe the people or events celebrated (GPS, ITBS) (KSS_I2008-35)
- use words and phrases related to chronology and time to explain how things change in relation to Martin Luther King Jr. Day (GPS, ITBS) (KSS_I2008-36)
- describe American culture by explaining diverse community and family celebrations and customs related to Martin Luther King Jr. Day (GPS, CE) (KSS_I2008-37)
- retell stories that will illustrate positive character traits and explain how people in the stories (such as Martin Luther King Jr.) show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation and accomplishment (GPS) (KSS_I2008-38)

J - Observing Presidents Day

- identify the purpose of Presidents Day and describe the people or events celebrated (GPS) (KSS_J2008-39)
- identify important American symbols and explain their meaning (GPS) (KSS_J2008-40)
- use words and phrases related to chronology and time to explain how things change in relation to Presidents Day (GPS, CE) (KSS_J2008-41)
- describe American culture by explaining diverse community and family celebrations and customs related to Presidents Day (GPS) (KSS_J2008-42)
- retell stories that will illustrate positive character traits and explain how people in the stories (such as George Washington, Abraham Lincoln, and the current president) show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment. (GPS) (KSS_J2008-43)

K - Observing Memorial Day

- identify the purpose of Memorial Day and describe the people or events celebrated (GPS) (KSS_K2008-44)
- use words and phrases related to chronology and time to explain how things change in relation to Memorial Day (GPS) (KSS_K2008-45)
- describe American culture by explaining diverse community and family celebrations and customs related to Memorial Day (GPS) (KSS_K2008-46)
- retell stories that will illustrate positive character traits and explain how people in the stories (such as deceased veterans) show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment (GPS) (KSS_K2008-47)

L - Personal Finance

- explain that people must make choices because they cannot have everything they want (GPS) (KSS_L2008-48)

General Music

A - Skills and Techniques/Performance

- sing, alone and with others, a varied repertoire of music (GPS) (KGM_A2011-1)
- perform on instruments, alone and with others, a varied repertoire of music (GPS) (KGM_A2011-2)
- read and notate music (GPS) (KGM_A2011-3)

B - Creative Expression and Communication

- improvise melodies, variations, and accompaniments (GPS) (KGM_B2011-4)
- compose and arrange music within specified guidelines (GPS) (KGM_B2011-5)

C - Critical Analysis/Investigation

- listen to, analyze, and describe music (GPS) (KGM_C2011-6)
- evaluate music and music performances (GPS) (KGM_C2011-7)

D - Cultural and Historical Context

- understand relationships between music, the other arts, and disciplines outside the arts (GPS) (KGM_D2011-8)
- explore music in relation to history and culture (GPS) (KGM_D2011-9)
- move, alone and with others, to a varied repertoire of music (GPS) (KGM_D2011-10)

Health

A - First Aid

- list who and tell how to obtain help in emergency situations (GPS) (KHE_A2009-1)

B - Safety

- recognize safe practices that should be followed in the home, school, and community (GPS) (KHE_B2009-2)

C - Personal Care

- recognize and respect basic personal health practices that help maintain health and prevent illness or disease (GPS) (KHE_C2009-3)

D - Disease Prevention

- identify health practices that should be followed to help prevent sickness (GPS) (KHE_D2009-4)

E - Tobacco, Alcohol, and Other Drugs

- name and apply basic rules for taking medicine (GPS) (KHE_E2009-5)
- practice safe behaviors with unknown substances or objects (GPS) (KHE_E2009-6)

F - Nutrition

- recognize the connection between food and health (GPS) (KHE_F2009-7)

G - Emotional Expression/Mental Health

- recognize emotions and appropriate ways to express them (GPS) (KHE_G2009-8)

H - Family Life

- identify family members and their roles (GPS) (KHE_H2009-9)
- discuss different ways children can contribute to and benefit from their family (GPS) (KHE_H2009-10)

I - Anatomy

- identify parts of the body and their function (GPS) (KHE_I2009-11)

Physical Education

A - Fitness

- participate in health-enhancing physical activities (GPS) (KPE_A2009-1)

B - Motor Skills and Movement Patterns

- demonstrate and/or identify basic locomotor and non-locomotor movements (GPS) (KPE_B2009-2)
- explore jumping and landing with and without a rope (KPE_B2009-3)
- demonstrate static balances on various body parts (GPS) (KPE_B2009-4)
- explore throwing and catching with a variety of objects (GPS) (KPE_B2009-5)
- explore rhythms in a variety of movement patterns (GPS) (KPE_B2009-6)
- explore different ways to roll (KPE_B2009-7)
- explore striking a variety of objects using body parts and implements (GPS) (KPE_B2009-8)
- demonstrate ability to stop and start on a signal (KPE_B2009-9)

C - Movement Concepts and Principles

- identify personal and general space (GPS) (KPE_C2009-10)

D - Personal and Social Behavior

- apply acceptable behaviors in a physical setting with reinforcement (GPS) (KPE_D2009-11)
- value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (GPS) (KPE_D2010-1)

Visual Arts

A - Meaning and Idea/Creative Thinking

- engage in the creative process to generate and visualize ideas (GPS) (KVA_A2011-1)
- formulate personal responses to art (GPS) (KVA_A2011-2)
- select and use subject matter, symbols, and/or ideas to communicate meaning (GPS) (KVA_A2011-3)

B - Contextual Understanding

- identify artists and offer ideas about what art is and who artists are (GPS) (KVA_B2011-4)
- view and discuss selected artworks (GPS) (KVA_B2011-5)

C - Production

- create artworks based on personal experience and selected themes (GPS) (KVA_C2011-6)
- create artworks which emphasize one or more elements of art (e.g., color, line, shape, form, value, space, and texture) and principles of design (rhythm, balance, repetition, emphasis, proportion, harmony, unity, contrast, and variety) (GPS) (KVA_C2011-7)
- understand and apply media, techniques, and methods of two-dimensional art processes (e.g., drawing, painting, printmaking, mixed media) using tools and materials in a safe and appropriate manner to develop skills (GPS) (KVA_C2011-8)
- understand and apply media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills (GPS) (KVA_C2011-9)
- participate in appropriate exhibition(s) of artworks (GPS) (KVA_C2011-10)

D - Assessment and Reflection

- discuss own artwork and the artwork of others (GPS) (KVA_D2011-11)
- utilize a variety of approaches to understand and critique works of art (GPS) (KVA_D2011-12)

E - Connections

- apply information from other disciplines to enhance the understanding and production of artworks (GPS) (KVA_E2011-13)
- develop life skills through the study and production of art (GPS) (KVA_E2011-14)

Fry Words by Spelling Stages

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

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

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

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

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

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



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