



AKS

ACADEMIC KNOWLEDGE AND SKILLS

2012-13 ELEMENTARY SCHOOL



GWINNETT
COUNTY
PUBLIC
SCHOOLS

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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.

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.
- This comprehensive book includes the AKS for all elementary grade levels as well as the AKS in core subjects for 6th grade. AKS booklets also are available by grade level (K–8 and combined grades for high school) and by core academic subject (Language Arts, Mathematics, Science, and Social Studies) on the district website at www.gwinnett.k12.ga.us. These booklets are posted in PDF form.
- Parents also can find online PDFs of grade-level brochures (grades K–8) with a more general overview of what students will learn, available services, promotion requirements, and grade-level testing. The Choice Book serves this purpose for high school students, providing an overview of the high school experience, high school and postsecondary planning tools, and a “course catalog.” Parents receive a printed copy of their child’s grade-level AKS brochure (K–8) at the start of the school year, and rising 9th graders receive a printed copy of The Choice Book.
- The AKS numbering system was developed to allow for additions and deletions of AKS without changing the number reference of other AKS. The reference code includes the subject and/or grade level, a letter representing the topic strand and the year implemented.

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

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)

Kindergarten

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)

Kindergarten

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)
- 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)

Kindergarten

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)

K - Observing Memorial Day (*continued*)

- 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)

Kindergarten

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)

C – Production (*continued*)

- 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)

Language Arts

A - Reading: Literature

- ask and answer questions about key details in a text (CCGPS) (1LA_A2012-1/ELACC1RL1)
- retell stories, including key details, and demonstrate understanding of their central message or lesson (CCGPS) (1LA_A2012-2/ELACC1RL2)
- describe characters, settings, and major events in a story, using key details (CCGPS) (1LA_A2012-3/ELACC1RL3)
- identify words and phrases in stories or poems that suggest feelings or appeal to the senses (CCGPS) (1LA_A2012-4/ELACC1RL4)
- explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types (CCGPS) (1LA_A2012-5/ELACC1RL5)
- identify who is telling the story at various points in a text (CCGPS) (1LA_A2012-6/ELACC1RL6)
- use illustrations and details in a story to describe its characters, setting, or events; make predictions based on prior knowledge (CCGPS) (1LA_A2012-7/ELACC1RL7)
- compare and contrast the adventures and experiences of characters in stories (CCGPS) (1LA_A2012-8/ELACC1RL9)
- read prose and poetry of appropriate complexity for grade 1, with prompting and support (CCGPS) (1LA_A2012-9/ELACC1RL10)

B - Reading: Informational Text

- ask and answer questions about key details in a text (CCGPS) (1LA_B2012-10/ELACC1RI1)
- identify the main topic and retell key details of a text (CCGPS) (1LA_B2012-11/ELACC1RI2)
- describe the connection between two individuals, events, ideas, or pieces of information in a text (e.g., biographies) (CCGPS) (1LA_B2012-12/ELACC1RI3)
- ask and answer questions to help determine or clarify the meaning of words and phrases in a text (CCGPS) (1LA_B2012-13/ELACC1RI4)
- know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text (CCGPS) (1LA_B2012-14/ELACC1RI5)
- distinguish between information provided by pictures or other illustrations and information provided by the words in a text (CCGPS) (1LA_B2012-15/ELACC1RI6)
- use illustrations and details in a text to describe its key ideas (CCGPS) (1LA_B2012-16/ELACC1RI7)
- identify the reasons an author gives to support points in a text (CCGPS) (1LA_B2012-17/ELACC1RI8)
- identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures) (CCGPS) (1LA_B2012-18/ELACC1RI9)
- read informational texts appropriately complex for grade 1, with prompting and support (CCGPS) (1LA_B2012-19/ELACC1RI10)

C - Reading: Foundational Skills

- demonstrate understanding of the organization and basic features of print (CCGPS) (1LA_C2012-20/ELACC1RF1)
- demonstrate understanding of spoken words, syllables, and sounds (phonemes) (CCGPS) (1LA_C2012-21/ELACC1RF2)
- know and apply grade-level phonics and word analysis skills in decoding words (CCGPS) (1LA_C2012-22/ELACC1RF3)
- read with sufficient accuracy and fluency to support comprehension (CCGPS) (1LA_C2012-23/ELACC1RF4)

D - Writing

- write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure (CCGPS) (1LA_D2012-24/ELACC1W1)
- write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure (CCGPS) (1LA_D2012-25/ELACC1W2)

D – Writing (*continued*)

- write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure (CCGPS) (1LA_D2012-26/ELACC1W3)
- focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, with guidance and support from adults (CCGPS) (1LA_D2012-27/ELACC1W5)
- use a variety of digital tools to produce and publish writing, including in collaboration with peers, with guidance and support from adults (CCGPS) (1LA_D2012-28/WLACC1W6)
- participate in shared research and writing projects (e.g., exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions) (CCGPS) (1LA_D2012-29/ELACC1W7)
- recall information from experiences or gather information from provided sources to answer a question, with guidance and support from adults (CCGPS) (1LA_D2012-30/ELACC1W8)

E - Speaking and Listening

- participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups (CCGPS) (1LA_E2012-31/ELACC1SL1)
- ask and answer questions about key details in a text read aloud or information presented orally or through other media (CCGPS) (1LA_E2012-32/ELACC1SL2)
- ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood (CCGPS) (1LA_E2012-33/ELACC1SL3)
- describe people, places, things, and events with relevant details, expressing ideas and feelings clearly (CCGPS) (1LA_E2012-34/ELACC1SL4)
- add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings (CCGPS) (1LA_E2012-35/ELACC1SL5)
- produce complete sentences when appropriate to task and situation (CCGPS) (1LA_E2012-36/ELACC1SL6)

F - Language

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCGPS) (1LA_F2012-37)
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CCGPS) (1LA_F2012-38/ELACC1L2)
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies (CCGPS) (1LA_F2012-39/ELACC1L4)
- demonstrate understanding of word relationships and nuances in word meanings, with guidance and support from adults (CCGPS) (1LA_F2012-40/ELACC1L5)
- use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because) (CCGPS) (1LA_F2012-41/ELACC1L6)

Mathematics

A - Operations and Algebraic Thinking

- use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem) (CCGPS) (1MA_A2012-1/MCC1.OA.1)
- solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem) (CCGPS) (1MA_A2012-2/MCC1.OA.2)

1st Grade

A - Operations and Algebraic Thinking (*continued*)

- explore and apply properties of operations as strategies to add and subtract [e.g., If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known (commutative property of addition). To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$ (associative property of addition)] (CCGPS) (1MA_A2012-3/MCC1.OA.3)
- model and explain subtraction as an unknown-addend problem (e.g., subtract $10 - 8$ by finding the number that makes 10 when added to 8) (CCGPS) (1MA_A2012-4/MCC1.OA.4)
- relate counting to addition and subtraction (CCGPS) (1MA_A2012-5/MCC1.OA.5)
- add and subtract within 20, demonstrating fluency for addition and subtraction within 10 (e.g., counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums) (CCGPS) (1MA_A2012-6/MCC1.OA.6)
- model and determine equivalence of equations including those involving addition and subtraction (CCGPS) (1MA_A2012-7/MCC1.OA.7)
- model and explain the meaning of the equal sign (CCGPS) (1MA_A2012-8/MCC1.OA.7)
- determine the unknown whole number in an addition or subtraction equation relating to three whole numbers by using symbols (e.g., determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$; $5 = ? - 3$; $6 + 6 = ?$) (CCGPS) (1MA_A2012-9/MCC1.OA.8)

B - Number and Operations in Base Ten

- count, read, write and order numerals within 120 regardless of beginning number (CCGPS) (1MA_B2012-10/MCC1.NBT.1)
- represent the number of objects in a set by a written numeral (CCGPS) (1MA_B2012-11/MCC1.NBT.1)
- model and explain that a two-digit number represents amounts of tens and ones (CCGPS) (1MA_B2012-12/MCC1.NBT.2)
- explain that 10 can be thought of as a bundle of ten ones called a “ten” (CCGPS) (1MA_B2012-13/MCC1.NBT.2_a)
- model the numbers 11 to 19 showing they are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones (CCGPS) (1MA_B2012-14/MCC1.NBT.2_b)
- explain that the numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 refer to one, two, three, four, five, six, seven, eight, or nine tens and 0 ones (CCGPS) (1MA_B2012-15/MCC1.NBT.2_c)
- compare two two-digit numbers using the terms/symbols to include greater than, less than, and equal to ($>$, $<$, $=$) (CCGPS) (1MA_B2012-16/MCC1.NBT.3)
- add numbers within 100 using concrete models, drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction (CCGPS) (1MA_B2012-17/MCC1.NBT.4)
- use concrete models to add two-digit numbers by adding tens to tens, ones to ones and explain why it is sometimes necessary to compose a ten (CCGPS) (1MA_B2012-18/MCC1.NBT.4)
- using mental math strategies identify one more than, one less than, 10 more than, or 10 less than a given two-digit number explaining strategy used (CCGPS) (1MA_B2012-19/MCC1.NBT.5)
- subtract multiples of 10 in the range 10 - 90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used (CCGPS) (1MA_B2012-20/MCC1.NBT.6)
- exchange equivalent quantities of coins by making fair trades involving combinations of pennies, nickels, dimes, and quarters and count out a combination needed to purchase items less than a dollar (1MA_B2012-21)

C - Measurement and Data

- order the length of three objects; compare the lengths of two objects by using direct comparison or a third object (CCGPS) (1MA_C2012-22/MCC1.MD.1)
- estimate and measure an object using a non-standard unit smaller than the object being measured and express the length measured as a whole number of same-size units spanning the object without gaps or overlaps (CCGPS) (1MA_C2012-23/MCC1.MD.2)

C - Measurement and Data (*continued*)

- tell and write time to the nearest hour and half-hour using analog and digital clocks (CCGPS) (1MA_C2012-24/MCC1.MD.3)
- organize, represent, and interpret data with up to three categories using tables, tally charts, picture graphs, and bar graphs (CCGPS) (1MA_C2012-25/MCC1.MD.4)
- ask and answer questions about represented data by comparing data in each category and finding the total number of data points (CCGPS) (1MA_C2012-26/MCC1.MD.4)

D - Geometry

- distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes (CCGPS) (1MA_D2012-27/MCC1.G.1)
- compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape and to compose new shapes from the composite shape (CCGPS) (1MA_D2012-28/MCC1.G.2)
- describe the whole as two of two or four of four of the shares (CCGPS) (1MA_D2012-29/MCC1.G.3)
- partition circles and rectangles into equal shares of two or four describing shares as halves/half of, fourths/fourth of, and/or quarters/quarter of and explain how decomposing into more equal shares creates smaller shares (CCGPS) (1MA_D2012-30/MCC1.G.3)

TD - 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) (1MA_TD2012-31/MCCK.G.1)

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) (1SC_A2007-1)
- demonstrate knowledge of scientific processes and inquiry methods (GPS) (1SC_A2007-2)
- apply computation and estimation skills necessary for analyzing data and following scientific investigations (GPS) (1SC_A2007-3)
- use tools and instruments for observing, measuring, and manipulating objects in scientific activities (GPS) (1SC_A2007-4)
- use the concepts of system, model, change, and scale when exploring scientific and technological matters (GPS) (1SC_A2007-5)
- communicate scientific ideas and activities clearly (GPS) (1SC_A2007-6)

B - Earth Science

- observe, measure, and analyze weather data to determine patterns in weather and climate (GPS) (1SC_B2007-7)
- observe and record changes in water as it relates to weather (GPS) (1SC_B2007-8)
- identify how natural resources and their conservation impact our daily lives and those of future generations (1SC_B2007-9)

C - Physical Science

- investigate the properties of light and sound (GPS) (1SC_C2007-10)
- demonstrate the effects of magnets on various objects and other magnets (GPS) (1SC_C2007-11)

D - Life Science

- compare and contrast the characteristics and basic needs of plants and animals (GPS) (1SC_D2007-12)

Social Studies

A - Map and Globe Skills

- use cardinal directions (GPS) (1SS_A2008-1)
- use intermediate directions (GPS) (1SS_A2008-2)

B - Information Processing Skills

- compare similarities and differences (GPS) (1SS_B2008-3)
- organize items chronologically (GPS) (1SS_B2008-4)
- identify issues and/or problems and alternative solutions (GPS) (1SS_B2008-5)
- distinguish between fact and opinion (GPS) (1SS_B2008-6)
- identify main idea, detail, sequence of events, and cause and effect in a social studies context (GPS) (1SS_B2008-7)
- identify and use primary and secondary sources (GPS) (1SS_B2008-8)
- interpret timelines (GPS) (1SS_B2008-9)

C - Our Earth and Our Country

- identify and locate his/her city, county, state, nation, and continent on a simple map or globe (GPS) (1SS_C2008-10)
- locate major topographical features of the earth's surface (GPS) (1SS_C2008-11)
- explain the meaning of the patriotic words to "America" ("My Country, 'Tis of Thee") and "America the Beautiful" (GPS) (1SS_C2008-12)

D - Life and Times of Historical Figures - Benjamin Franklin

- read about and describe the life of Benjamin Franklin (GPS) (1SS_D2008-13)
- analyze the cultural and geographic systems associated with Benjamin Franklin (GPS) (1SS_D2008-14)
- describe how Benjamin Franklin displayed positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment (GPS) (1SS_D2008-15)

E - Life and Times of Historical Figures - Thomas Jefferson

- read about and describe the life of Thomas Jefferson (GPS) (1SS_E2008-16)
- analyze the cultural and geographic systems associated with Thomas Jefferson (GPS) (1SS_E2008-17)
- describe how Thomas Jefferson displayed positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment (GPS) (1SS_E2008-18)

F - Life and Times of Historical Figures - Meriwether Lewis, William Clark, and Sacagawea

- read about and describe the lives of Lewis, Clark, and Sacagawea (GPS) (1SS_F2008-19)
- analyze the cultural and geographic systems associated with Lewis, Clark, and Sacagawea as they explored the Louisiana Purchase (GPS) (1SS_F2008-20)
- describe how Lewis, Clark, and Sacagawea displayed positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment (GPS) (1SS_F2008-21)

G - Life and Times of Historical Figures - Harriet Tubman

- read about and describe the life of Harriet Tubman (GPS) (1SS_G2008-22)
- analyze the cultural and geographic systems associated with Harriet Tubman (GPS) (1SS_G2008-23)
- describe how Harriet Tubman displayed positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment (GPS) (1SS_G2008-24)

H - Life and Times of Historical Figures - Theodore Roosevelt

- read about and describe the life of Theodore Roosevelt (GPS) (1SS_H2008-25)
- analyze the cultural and geographic systems associated with Theodore Roosevelt (GPS) (1SS_H2008-26)
- describe how Theodore Roosevelt displayed positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment (GPS) (1SS_H2008-27)

I - Life and Times of Historical Figures - George Washington Carver

- read about and describe the life of George Washington Carver (GPS) (1SS_I2008-28)
- analyze the cultural and geographic systems associated with George Washington Carver (GPS) (1SS_I2008-29)
- describe how George Washington Carver displayed positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment (GPS) (1SS_I2008-30)

J - American Folktales

- read or listen to American folktales and explain how they characterize our national heritage (GPS) (1SS_J2008-31)
- describe how John Henry, Johnny Appleseed, Davy Crockett, Paul Bunyan, and Annie Oakley displayed the positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment (GPS) (1SS_J2008-32)

K - Personal Finance

- identify goods that people make and services that people provide for each other (GPS) (1SS_K2008-33)
- explain that people have to make choices about goods and services because of scarcity (GPS) (1SS_K2008-34)
- analyze how people are both producers and consumers (GPS) (1SS_K2008-35)
- compare and contrast the costs and benefits of personal spending and saving choices (GPS) (1SS_K2008-36)

General Music

A - Skills and Techniques/Performance

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

B - Creative Expression and Communication

- improvise melodies, variations, and accompaniments (GPS) (1GM_B2011-4)
- compose and arrange music within specified guidelines (GPS) (1GM_B2011-5)

C - Critical Analysis/Investigation

- listen to, analyze, and describe music (GPS) (1GM_C2011-6)
- evaluate music and music performances (GPS) (1GM_C2011-7)

D - Cultural and Historical Context

- understand relationships between music, the other arts, and disciplines outside the arts (GPS) (1GM_D2011-8)
- understand music in relation to history and culture (GPS) (1GM_D2011-9)
- move, alone and with others, to a varied repertoire of music (GPS) (1GM_D2011-10)

Health

A - First Aid

- identify appropriate procedures to follow in reporting emergency situations (GPS) (1HE_A2009-1)

1st Grade

B - Safety

- demonstrate ways to prevent and respond to safety risks in and around the home, school, and/or community (GPS) (1HE_B2009-2)

C - Personal Care

- examine the importance of appropriate habits for staying healthy (GPS) (1HE_C2009-3)

D - Disease Prevention

- list ways to prevent germs from spreading (GPS) (1HE_D2009-4)

E - Tobacco, Alcohol, and Other Drugs

- explain the importance of safe and appropriate use of medicine and vitamins (GPS) (1HE_E2009-5)
- recognize that tobacco and alcohol are drugs that can harm the body (GPS) (1HE_E2009-6)

F - Nutrition

- examine the importance of eating nutritious foods for good health (GPS) (1HE_F2009-7)

G - Emotional Expression/Mental Health

- describe ways to handle disagreements without fighting (GPS) (1HE_G2009-8)

H - Family Life

- describe your role as a member of your family (1HE_H2009-9)

I - Anatomy

- identify major internal structures and organs (1HE_I2009-10)

Physical Education

A - Fitness

- participate in health-enhancing physical activities (GPS) (1PE_A2009-1)

B - Motor Skills and Movement Patterns

- demonstrate progress of locomotor and non-locomotor movements with or without equipment (GPS) (1PE_B2009-2)
- demonstrate static and dynamic balances (GPS) (1PE_B2009-3)
- demonstrate overhand and underhand throwing (GPS) (1PE_B2009-4)
- demonstrate the ability to catch a self-tossed ball (GPS) (1PE_B2009-5)
- apply rhythms to a variety of movement patterns (GPS) (1PE_B2009-6)
- explore a variety of ways to transfer weight (1PE_B2009-7)
- explore striking skills (1PE_B2009-8)

C - Movement Concepts and Principles

- identify personal and general space (GPS) (1PE_C2009-9)
- travel in different directions and pathways (GPS) (1PE_C2009-10)
- demonstrate the ability to stop and start on a signal (GPS) (1PE_C2009-11)

D - Personal and Social Behavior

- safely demonstrate acceptable behaviors in a physical setting with reinforcement (GPS) (1PE_D2009-12)
- value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (GPS) (1PE_D2010-1)

Visual Arts

A - Meaning and Idea/Creative Thinking

- engage in the creative process to generate and visualize ideas (GPS) (1VA_A2011-1)
- formulate personal responses to art (GPS) (1VA_A2011-2)
- select and use subject matter, symbols, and/or ideas to communicate meaning (GPS) (1VA_A2011-3)

B - Contextual Understanding

- identify artists as creative thinkers who create art and communicate ideas (GPS) (1VA_B2011-4)
- view and discuss selected artworks (GPS) (1VA_B2011-5)

C - Production

- create artworks based on personal experiences and selected themes (GPS) (1VA_C2011-6)
- create artworks emphasizing 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, variety) (GPS) (1VA_C2011-7)
- understand and apply media, techniques, and methods of two-dimensional art processes (drawing, painting, print-making, mixed-media) using tools and materials in a safe and appropriate manner to develop skills (GPS) (1VA_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) (1VA_C2011-9)
- participate in appropriate exhibition(s) of artworks (GPS) (1VA_C2011-10)

D - Assessment and Reflection

- discuss own artwork and the artwork of others (GPS) (1VA_D2011-11)
- utilize a variety of approaches to understand and critique works of art (GPS) (1VA_D2011-12)

E - Connections

- apply information from other disciplines to enhance the understanding and production of artworks (GPS) (1VA_E2011-13)
- develop life skills through the study and production of art (GPS) (1VA_E2011-14)

Language Arts

A - Reading: Literature

- ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text (CCGPS) (2LA_A2012-1/ELACC2RL1)
- recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral (CCGPS) (2LA_A2012-2/ELACC2RL2)
- describe how characters in a story respond to major events and challenges (CCGPS) (2LA_A2012-3/ELACC2RL3)
- describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song (CCGPS) (2LA_A2012-4/ELACC2RL4)
- describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action (CCGPS) (2LA_A2012-5/ELACC2RL5)
- acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud (CCGPS) (2LA_A2012-6/ELACC2RL6)
- use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot (CCGPS) (2LA_A2012-7/ELACC2RL7)
- compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures (CCGPS) (2LA_A2012-8/ELACC2RL9)
- read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 2 (CCGPS) (2LA_A2012-9/ELACC2RL10)

B - Reading: Informational Text

- ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text (CCGPS) (2LA_B2012-10/ELACC2RI1)
- identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text (CCGPS) (2LA_B2012-11/ELACC2RI2)
- describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text (CCGPS) (2LA_B2012-12/ELACC2RI3)
- determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area (CCGPS) (2LA_B2012-13/ELACC2RI4)
- know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently (CCGPS) (2LA_B2012-14/ELACC2RI5)
- identify the main purpose of a text, including what the author wants to answer, explain, or describe (CCGPS) (2LA_B2012-15/ELACC2RI6)
- explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text (CCGPS) (2LA_B2012-16/ELACC2RI7)
- describe how reasons support specific points the author makes in a text (CCGPS) (2LA_B2012-17/ELACC2RI8)
- compare and contrast the most important points presented by two texts on the same topic (CCGPS) (2LA_B2012-18/ELACC2RI9)
- read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 2 (CCGPS) (2LA_B2012-19/ELACC2RI10)

C - Reading: Foundational Skills

- know and apply grade-level phonics and word analysis skills in decoding words (CCGPS) (2LA_C2012-20/ELACC2RF3)
- read with sufficient accuracy and fluency to support comprehension (CCGPS) (2LA_C2012-21/ELACC2RF4)

D - Writing

- write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement or section (CCGPS) (2LA_D2012-22/ELACC2W1)
- write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section (CCGPS) (2LA_D2012-23/ELACC2W2)
- write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure (CCGPS) (2LA_D2012-24/ELACC2W3)
- focus on a topic and strengthen writing as needed by revising and editing, with guidance and support from adults and peers (CCGPS) (2LA_D2012-25/ELACC2W5)
- use a variety of digital tools to produce and publish writing, including in collaboration with peers, with guidance and support from adults (CCGPS) (2LA_D2012-26/ELACC2W6)
- participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations) (CCGPS) (2LA_D2012-27/ELACC2W7)
- recall information from experiences or gather information from provided sources to answer a question (CCGPS) (2LA_D2012-28/ELACC2W8)

E - Speaking and Listening

- participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups (CCGPS) (2LA_E2012-29/ELACC2SL1)
- recount or describe key ideas or details from written texts read aloud or information presented orally or through other media (CCGPS) (2LA_E2012-30/ELACC2SL2)
- ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue (CCGPS) (2LA_E2012-31/ELACC2SL3)
- tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (CCGPS) (2LA_E2012-32/ELACC2SL4)
- create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings (CCGPS) (2LA_E2012-33/ELACC2SL5)
- produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (CCGPS) (2LA_E2012-34/ELACC2SL6)

F - Language

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCGPS) (2LA_F2012-35/ELACC2L1)
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CCGPS) (2LA_F2012-36/ELACC2L2)
- use knowledge of language and its conventions when writing, speaking, reading, or listening (CCGPS) (2LA_F2012-37/ELACC2L3)
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies (CCGPS) (2LA_F2012-38/ELACC2L4)
- demonstrate understanding of word relationships and nuances in word meanings (CCGPS) (2LA_F2012-39/ELACC2L5)
- use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy) (CCGPS) (2LA_F2012-40/ELACC2L6)

Mathematics

A - Operations and Algebraic Thinking

- solve one- and two-step word problems to 100 using addition and subtraction involving situations of adding to or putting together, taking from, taking apart or comparing (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem) (CCGPS) (2MA_A2012-1/MCC2.OA.1)
- use addition facts of two one-digit numbers (CCGPS) (2MA_A2012-2/MCC2.OA.2)
- add and subtract fluently to 20 using mental strategies (CCGPS) (2MA_A2012-3/MCC2.OA.2)
- write equations to express an even number as a sum of two equal addends (CCGPS) (2MA_A2012-4/MCC2.OA.3)
- determine whether a group of objects up to 20 has an odd or even number of members using various concrete representations (100s chart, ten grid frame, place value chart, number line, counters or other objects) (CCGPS) (2MA_A2012-5/MCC2.OA.3)
- apply the use of repeated addition (skip counting), model arrays up to 5 rows and 5 columns to determine a total number of objects, and write an equation to express the total as a sum of two equal addends (CCGPS) (2MA_A2012-6/MCC2.OA.4)

B - Number and Operations in Base Ten

- explain that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones) (CCGPS) (2MA_B2012-7/MCC2.NBT.1)
- explain that 100 can be thought of as a bundle of ten tens, called a “hundred” (CCGPS) (2MA_B2012-8/MCC2.NBT.1_a)
- explain the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones) (CCGPS) (2MA_B2012-9/MCC2.NBT.1_b)
- count within 1000; skip-count by 5s, 10s, and 100s (CCGPS) (2MA_B2012-10/MCC2.NBT.2)
- read, write, and represent numbers to 1000 using a variety of models, diagrams and base ten numerals including standard and expanded form (CCGPS) (2MA_B2012-11/MCC2.NBT.3)
- represent and compare two three-digit numbers using equality and inequality symbols ($>$, $<$, $=$) (CCGPS) (2MA_B2012-12/MCC2.NBT.4)
- add and subtract fluently within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction (CCGPS) (2MA_B2012-13/MCC2.NBT.5)
- add up to four two-digit numbers using strategies based on place value and properties of operations (CCGPS) (2MA_B2012-14/MCC2.NBT.6)
- add and subtract within whole numbers up to 1000 using concrete models, drawings, place value strategies (regrouping) and properties of operations (CCGPS) (2MA_B2012-15/MCC2.NBT.7)
- use mental math strategies to add and subtract 10 or 100 to a given number between 100-900 (CCGPS) (2MA_B2012-16/MCC2.NBT.8)
- explain why addition and subtraction strategies work using place value and the properties of operations (CCGPS) (2MA_B2012-17/MCC2.NBT.9)

C - Measurement and Data

- measure length by determining an appropriate tool (rulers, yardsticks, meter sticks, measuring tapes) and unit (inch, foot, yard, centimeter, and meter) (CCGPS) (2MA_C2012-18/MCC2.MD.1)
- compare and explain the relationship of inches, feet, yards, centimeters, and meters by measuring an object twice using different units (CCGPS) (2MA_C2012-19/MCC2.MD.2)
- estimate lengths using units of inches, feet, yards, centimeters and meters, then measure to determine if estimations were reasonable (CCGPS) (2MA_C2012-20/MCC2.MD.3)
- measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit (relate addition and subtraction to length) (CCGPS) (2MA_C2012-21/MCC2.MD.4)

C - Measurement and Data (*continued*)

- solve word problems using addition and subtraction within 100 involving lengths of like units by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem (CCGPS) (2MA_C2012-22/MCC2.MD.5)
- represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram (CCGPS) (2MA_C2012-23/MCC2.MD.6)
- use analog and digital clocks to tell and write time to the nearest five minutes using AM and PM (CCGPS) (2MA_C2012-24/MCC2.MD.7)
- solve word problems involving money (dollar bills, quarters, dimes, nickels, and pennies) and using \$ and ¢ symbols (CCGPS) (2MA_C2012-25/MCC2.MD.8)
- generate measurement data by measuring lengths of objects to the nearest whole unit, or by making repeated measurements of the same object, and then create a line plot of these measurements using whole number units (CCGPS) (2MA_C2012-26/MCC2.MD.9)
- create a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories (CCGPS) (2MA_C2012-27/MCC2.MD.10)
- solve simple put together, take-apart, and compare problems using information presented in a bar graph (CCGPS) (2MA_C2012-28/MCC2.MD.10)

D - Geometry

- recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces and identify triangles, quadrilaterals, pentagons, hexagons, and cubes (CCGPS) (2MA_D2012-29/MCC2.G.1)
- partition circles and rectangles into two, three or four equal shares to model, identify, label and compare fractions as a representation of equal parts of a whole and describe the shares using the words halves, thirds, a half of, a third of, etc. (CCGPS) (2MA_D2012-30/MCC2.G.2/MCC2.G.3)
- model and understand that when all fractional parts are included, the result is equal to the whole (CCGPS) (2MA_D2012-31/MCC2.G.2)
- demonstrate that equal shares of identical wholes need not have the same shape (CCGPS) (2MA_D2012-32/MCC2.G.2)

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 (2SC_A2007-1)
- demonstrate knowledge of scientific processes and inquiry methods (GPS) (2SC_A2007-2)
- apply computation and estimation skills necessary for analyzing data and following scientific explanations (GPS) (2SC_A2007-3)
- use tools and instruments for observing, measuring, and manipulating objects in scientific technological matters (GPS) (2SC_A2007-4)
- use the concepts of system, model, change, and scale when exploring scientific and technological matters (GPS) (2SC_A2007-5)
- communicate scientific ideas and activities clearly (GPS) (2SC_A2007-6)

B - Earth Science

- describe the universe as including the moon, sun, other stars, and planets (GPS) (2SC_B2007-7)
- investigate the position of the sun and moon to show patterns throughout the year (GPS) (2SC_B2007-8)
- observe and record changes in our surroundings and infer the causes of those changes (GPS) (2SC_B2007-9)

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C - Physical Science

- investigate the properties of matter and changes that occur in objects (GPS) (2SC_C2007-10)
- identify sources of energy and how energy is used (GPS) (2SC_C2007-11)
- demonstrate changes in speed and direction using pushes and pulls (GPS) (2SC_C2007-12)

D - Life Science

- investigate the life cycles of different organisms to understand the diversity of life (GPS) (2SC_D2007-13)

Social Studies

A - Map and Globe Skills

- use cardinal directions (GPS) (2SS_A2008-1)
- use intermediate directions (GPS) (2SS_A2008-2)
- use a letter/number grid system to determine location (GPS) (2SS_A2008-3)
- compare and contrast the categories of natural, cultural, and political features found on maps (GPS) (2SS_A2008-4)
- use inch-to-inch map scale to determine distance on maps (GPS) (2SS_A2008-5)
- use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps (GPS) (2SS_A2008-6)
- use a map to explain impact of geography on historical and current events (GPS) (2SS_A2008-7)

B - Information Processing Skills

- compare similarities and differences (GPS) (2SS_B2008-8)
- organize items chronologically (GPS) (2SS_B2008-9)
- identify issues and/or problems and alternative solutions (GPS) (2SS_B2008-10)
- distinguish between fact and opinion (GPS) (2SS_B2008-11)
- identify main idea, detail, sequence of events, and cause and effect in a social studies context (GPS) (2SS_B2008-12)
- identify and use primary and secondary sources (GPS) (2SS_B2008-13)
- interpret timelines (GPS) (2SS_B2008-14)
- identify social studies reference resources to use for a specific purpose (GPS) (2SS_B2008-15)
- construct charts and tables (GPS) (2SS_B2008-16)
- analyze artifacts (GPS) (2SS_B2008-17)

C - Before There Was A Georgia

- locate major topographical features of Georgia on a map (GPS) (2SS_C2008-18)
- analyze how the topographical features define Georgia's surface (GPS) (2SS_C2008-19)

D - Georgia's Beginnings

- read about and describe the lives of historical figures in Georgia history (GPS) (2SS_D2008-20)
- describe the cultural and geographic systems associated with James Oglethorpe, Tomochichi, and Mary Musgrove (GPS) (2SS_D2008-21)
- define the concept of government and the need for rules and laws as demonstrated by Oglethorpe, Tomochichi, and Musgrove (GPS) (2SS_D2008-22)
- compare and contrast how Oglethorpe, Tomochichi, and Musgrove demonstrated the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion (GPS) (2SS_D2008-23)

E - Native Georgians

- read about and describe the lives of the Creek and Cherokee in Georgia history (GPS) (2SS_E2008-24)

E - Native Georgians (*continued*)

- describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments (GPS) (2SS_E2008-25)
- describe the cultural and geographic systems associated with Sequoyah and Georgia's Creeks and Cherokees (GPS) (2SS_E2008-26)
- define the concept of government and the need for rules and laws as demonstrated by Georgia's Creek and Cherokee cultures (GPS) (2SS_E2008-27)

F - Civil Rights Leaders

- read about and describe the lives of historical figures Martin Luther King Jr. and Jackie Robinson (GPS) (2SS_F2008-28)
- describe the cultural and geographic systems associated with Martin Luther King Jr. and Jackie Robinson (GPS) (2SS_F2008-29)
- define the concept of government and the need for rules and laws as demonstrated by Martin Luther King Jr. and Jackie Robinson (GPS) (2SS_F2008-30)
- cite examples of how Martin Luther King Jr. and Jackie Robinson demonstrated the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion (GPS) (2SS_F2008-31)

G - Government and Human Rights

- read about and describe the life of Jimmy Carter (GPS) (2SS_G2008-32)
- describe the cultural and geographic systems associated with Jimmy Carter (GPS) (2SS_G2008-33)
- define the concept of government and the need for rules and laws (GPS) (2SS_G2008-34)
- identify the roles of elected officials (GPS) (2SS_G2008-35)
- analyze how Jimmy Carter demonstrated the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion (GPS) (2SS_G2008-36)
- demonstrate knowledge of the state and national capitol buildings by identifying them from pictures (Washington, D. C., and Atlanta) and by locating them on appropriate maps (GPS) (2SS_G2008-37)
- identify and name characteristics specific to Georgia (GPS) (2SS_G2008-38)
- model proper flag etiquette including handling, display, and disposal of the American flag (2SS_G2008-39)
- explain the significance of the stars, stripes, and colors of the American flag (2SS_G2008-40)

H - Personal Finance

- describe the costs and benefits of personal spending and saving choices (GPS) (2SS_H2008-41)
- explain that because of scarcity, people must make choices and incur opportunity costs (GPS) (2SS_H2008-42)
- identify ways in which goods and services are allocated (by price; majority rule; contests; force; sharing; lottery; command; first-come, first served; and personal characteristics) (GPS) (2SS_H2008-43)
- explain that people usually use money to obtain goods and services (GPS) (2SS_H2008-44)
- explain how money makes trade easier than barter (GPS) (2SS_H2008-45)

General Music

A - Skills and Techniques/Performance

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

B - Creative Expression and Communication

- improvise melodies, variations, and accompaniments (GPS) (2GM_B2011-4)
- compose and arrange music within specified guidelines (GPS) (2GM_B2011-5)

2nd Grade

C - Critical Analysis/Investigation

- listen to, analyze, and describe music (GPS) (2GM_C2011-6)
- evaluate music and music performances (GPS) (2GM_C2011-7)

D - Cultural and Historical Context

- understand relationships between music, the other arts, and disciplines outside the arts (GPS) (2GM_D2011-8)
- understand music in relation to history and culture (GPS) (2GM_D2011-9)
- move, alone and with others, to a varied repertoire of music (GPS) (2GM_D2011-10)

Health

A - First Aid

- identify procedures to follow in case of an accident or sudden illness (GPS) (2HE_A2009-1)

B - Safety

- demonstrate skills to prevent injury in a variety of situations (GPS) (2HE_B2009-2)

C - Personal Care

- recognize and practice personal health skills to promote overall health (GPS) (2HE_C2009-3)

D - Disease Prevention

- differentiate between a variety of infectious and non-infectious diseases (GPS) (2HE_D2009-4)

E - Tobacco, Alcohol, and Other Drugs

- recognize and demonstrate strategies to resist peer and media pressure to use tobacco, alcohol, and other drugs (GPS) (2HE_E2009-5)
- describe the harmful effects of tobacco products and alcohol on a user's and non-user's health (GPS) (2HE_E2009-6)

F - Nutrition

- describe nutritional practices that need to be established to promote health (GPS) (2HE_F2009-7)

G - Emotional Expression/Mental Health

- analyze outside influences that can affect personal health decisions (e.g., parents, other family members, TV, peer pressure) (GPS) (2HE_G2009-8)

H - Family Life

- explore effective strategies to cope with changes that occur in families (pregnancy, birth, death, marriage, divorce, relocation, and unemployment) (GPS) (2HE_H2009-9)
- explain the roles of parents and the extended family in supporting the family and promoting the health of children (GPS) (2HE_H2009-10)

I - Anatomy

- identify the functions of the skin (integumentary system) (2HE_I2009-11)
- distinguish between primary and permanent teeth (2HE_I2009-12)

Physical Education

A - Fitness

- participate in health-enhancing physical activities (GPS) (2PE_A2009-1)

B - Motor Skills and Movement Patterns

- demonstrate locomotor and non-locomotor movements (GPS) (2PE_B2009-2)
- demonstrate jumping and landing using one foot and two feet take-off and landing with or without a rope (2PE_B2009-3)
- demonstrate static and dynamic balances (GPS) (2PE_B2009-4)
- demonstrate an overhand throw with side orientation and stepping with opposition (GPS) (2PE_B2009-5)
- demonstrate ability to catch a ball (GPS) (2PE_B2009-6)
- explore transferring weight onto various body parts (GPS) (2PE_B2009-7)
- demonstrate striking skills (GPS) (2PE_B2009-8)

C - Movement Concepts and Principles

- design and perform simple sequences that focus on changes in direction, levels, and pathways (2PE_C2009-9)
- create sequences using straight, curved, and zigzag pathways (GPS) (2PE_C2009-10)
- demonstrate relationships of self to equipment and others (GPS) (2PE_C2009-11)

D - Personal and Social Behavior

- demonstrate acceptable behaviors in a physical setting with little or no reinforcement (GPS) (2PE_D2009-12)
- value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (GPS) (2PE_D2010-1)

Visual Arts

A - Meaning and Idea/Creative Thinking

- engage in the creative process to generate and visualize ideas (GPS) (2VA_A2011-1)
- formulate personal responses to art (GPS) (2VA_A2011-2)
- select and use subject matter, symbols, and/or ideas to communicate meaning (GPS) (2VA_A2011-3)

B - Contextual Understanding

- identify artists as creative thinkers who create art and communicate ideas (GPS) (2VA_B2011-4)
- view and discuss selected artworks (GPS) (2VA_B2011-5)

C - Production

- create artworks based on personal experience and selected themes (GPS) (2VA_C2011-6)
- create 2-D and 3-D artwork with a variety of materials incorporating elements of art and principles of design (GPS) (2VA_C2011-7)
- understand and apply media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills (GPS) (2VA_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) (2VA_C2011-9)
- participate in appropriate exhibition(s) of artworks (GPS) (2VA_C2011-10)

D - Assessment and Reflection

- discuss own artwork and the artwork of others (GPS) (2VA_D2011-11)
- utilize a variety of approaches to understand and critique works of art (GPS) (2VA_D2011-12)

2nd Grade

E - Connections

- apply information from other disciplines to enhance the understanding and production of artworks (GPS) (2VA_E2011-13)
- develop life skills through the study and production of art (GPS) (2VA_E2011-14)

Language Arts

A - Reading: Literature

- ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers (CCGPS) (3LA_A2012-1/ELACC3RL1)
- recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text (CCGPS) (3LA_A2012-2/ELACC3RL2)
- describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (CCGPS) (3LA_A2012-3/ELACC3RL3)
- determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language (CCGPS) (3LA_A2012-4/ELACC3RL4)
- refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections (CCGPS) (3LA_A2012-5/ELACC3RL5)
- distinguish their own point of view from that of the narrator or those of the characters (CCGPS) (3LA_A2012-6/ELACC3RL6)
- explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) (CCGPS) (3LA_A2012-7/ELACC3RL7)
- compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series) (CCGPS) (3LA_A2012-8/ELACC3RL9)
- read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently by the end of grade 3 (CCGPS) (3LA_A2012-9/ELACC3RL10)

B - Reading: Informational Text

- ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers (CCGPS) (3LA_B2012-10/ELACC3RI1)
- determine the main idea of a text; recount the key details and explain how they support the main idea (CCGPS) (3LA_B2012-11/ELACC3RI2)
- describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect (CCGPS) (3LA_B2012-12/ELACC3RI3)
- determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area (CCGPS) (3LA_B2012-13/ELACC3RI4)
- use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently (CCGPS) (3LA_B2012-14/ELACC3RI5)
- distinguish their own point of view from that of the author of a text (CCGPS) (3LA_B2012-15/ELACC3RI6)
- use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur) (CCGPS) (3LA_B2012-16/ELACC3RI7)
- describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) (CCGPS) (3LA_B2012-17/ELACC3RI8)
- compare and contrast the most important points and key details presented in two texts on the same topic (CCGPS) (3LA_B2012-18/ELACC3RI9)
- read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently by the end of grade 3 (CCGPS) (3LA_B2012-19/ELACC3RI10)

C - Reading: Foundational Skills

- know and apply grade-level phonics and word analysis skills in decoding words (CCGPS) (3LA_C2012-20/ELACC3RF3)
- read with sufficient accuracy and fluency to support comprehension (CCGPS) (3LA_C2012-21/ELACC3RI4)

3rd Grade

D - Writing

- write opinion pieces on topics or texts, supporting a point of view with reasons (CCGPS) (3LA_D2012-22/ELACCW1)
- write informative/explanatory texts to examine a topic and convey ideas and information clearly (CCGPS) (3LA_D2012-23/ELACC3W2)
- write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences (CCGPS) (3LA_D2012-24/ELACC3W3)
- produce writing in which the development and organization are appropriate to task and purpose, with guidance and support from adults (CCGPS) (3LA_D2012-25/ELACC3W4)
- develop and strengthen writing as needed by planning, revising, and editing, with guidance and support from peers and adults (CCGPS) (3LA_D2012-26/ELACC3W5)
- use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others, with guidance and support from adults (CCGPS) (3LA_D2012-27/ELACC3W6)
- conduct short research projects that build knowledge about a topic (CCGPS) (3LA_D2012-28/ELACC3W7)
- recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories (CCGPS) (3LA_D2012-29/ELACC3W8)
- 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) (3LA_D2012-30/ELACC3W10)

E - Speaking and Listening

- engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly (CCGPS) (3LA_E2012-31/ELACC3SL1)
- determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCGPS) (3LA_E2012-32/ELACC3DL2)
- ask and answer questions about information from a speaker, offering appropriate elaboration and detail (CCGPS) (3LA_E2012-33/ELACC3DL3)
- report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace (CCGPS) (3LA_E2012-34/ELACC3DL4)
- create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details (CCGPS) (3LA_E2012-35/ELACC3DL5)
- speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification (CCGPS) (3LA_E2012-36/ELACC3DL6)

F - Language

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCGPS) (3LA_F2012-37/ELACC3L1)
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CCGPS) (3LA_F2012-38/ELACC3L2)
- use knowledge of language and its conventions when writing, speaking, reading, or listening (CCGPS) (3LA_F2012-39/ELACC3L3)
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies (CCGPS) (3LA_F2012-40/ELACC3L4)
- demonstrate understanding of figurative language, word relationships and nuances in word meanings, with guidance and support from adults (CCGPS) (3LA_F2012-41/ELACC3L5)
- acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them) (CCGPS) (3LA_F2012-42/ELACC3L6)

Mathematics

A - Operations and Algebraic Thinking

- interpret products of whole numbers using repeated addition, array models and counting by multiples (skip counting) to correctly multiply one digit numbers (CCGPS) (3MA_A2012-1/MCC3.OA.1)
- interpret whole-number quotients of whole numbers (e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each) (CCGPS) (3MA_A2012-2/MCC3.OA.2)
- apply multiplication and division (products or dividends 0-100) to solve word problems in situations involving equal groups, arrays and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem) (CCGPS) (3MA_A2012-3/MCC3.OA.3)
- use a symbol to represent an unknown and determine the value of the unknown in a multiplication or division equation relating three whole numbers (CCGPS) (3MA_A2012-4/MCC3.OA.4)
- apply commutative, associative, and distributive properties as strategies to multiply and divide [e.g., If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known (commutative property of multiplication); $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$ (associative property of multiplication), knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, then one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ (distributive property)] (CCGPS) (3MA_A2012-5/MCC3.OA.5)
- explain the relationship between multiplication and division to understand division as an unknown-factor problem (CCGPS) (3MA_A2012-6/MCC3.OA.6)
- multiply and divide fluently (using products and dividends 0-100) using strategies such as the relationship between multiplication and division or properties of operations; know from memory all products of two one-digit numbers by the end of 3rd grade (CCGPS) (3MA_A2012-7/MCC3.OA.7)
- assess the reasonableness of answers using mental computation and estimation strategies, including rounding (CCGPS) (3MA_A2012-8/MCC3.OA.8)
- solve and represent two-step word problems using the four operations, and represent with a letter standing for the unknown quantity (CCGPS) (3MA_A2012-9/MCC3.OA.8)
- identify, describe, and extend arithmetic patterns that may also occur in a table or graph (including patterns in the addition table and multiplication table) (CCGPS) (3MA_A2012-10/MCC3.OA.9)
- explain patterns using properties of operations (CCGPS) (3MA_A2012-11/MCC3.OA.9)

B - Number and Operations in Base Ten

- use place value understanding to round whole numbers to the nearest 10 or 100 (CCGPS) (3MA_B2012-12/MCC3.NBT.1)
- add and subtract fluently within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction (CCGPS) (3MA_B2012-13/MCC3.NBT.2)
- model and explain the effect on the product when multiplying by multiples of 10 (in the range of 10-90) using strategies based on place value and properties of operations (CCGPS) (3MA_B2012-14/MCC3.NBT.3)

C - Number and Operations: Fractions

- model and explain that the fraction a/b represents a equal sized parts of $1/b$ when a whole is divided into b equal sized parts (CCGPS) (3MA_C2012-15/MCC3.NF.1)
- model and explain that a fraction $1/b$ is the quantity formed by 1 part when a whole is partitioned into b equal parts (CCGPS) (3MA_C2012-16/MCC3.NF.1)
- recognize a fraction as a number on the number line; represent fractions on a number line diagram (CCGPS) (3MA_C2012-17/MCC3.NF.2)
- represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into “ b ” equal parts; recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line (CCGPS) (3MA_C2012-18/MCC3.NF.2_a)

3rd Grade

C - Number and Operations: Fractions (*continued*)

- represent a fraction a/b on a number line diagram by marking off “a” lengths $1/b$ from 0 and recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line (CCGPS) (3MA_C2012-19/MCC3.NF.2_b)
- explain equivalence of fractions in special cases and compare fractions by reasoning about their size (CCGPS) (3MA_C2012-20/MCC3.NF.3)
- recognize two fractions as equivalent (equal) if they are the same size or the same point on a number line (CCGPS) (3MA_C2012-21/MCC3.NF.3_a)
- recognize and generate simple equivalent fractions (e.g., $1/2 = 2/4$, $4/6 = 2/3$); explain why the fractions are equivalent by using a visual fraction model (CCGPS) (3MA_C2012-22/MCC3.NF.3_b)
- express whole numbers as fractions and recognize fractions that are equivalent to whole numbers (e.g., express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram) (CCGPS) (3MA_C2012-23/MCC3.NF.3_c)
- compare two fractions with the same numerator or the same denominator by reasoning about their size; recognize that comparisons are valid only when the two fractions refer to the same whole and record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions (e.g., by using a visual fraction model) (CCGPS) (3MA_C2012-24/MCC3.NF.3_d)

D - Measurement and Data

- determine elapsed time by solving word problems involving addition and subtraction of time intervals in minutes (CCGPS) (3MA_D2012-25/MCC3.MD.1)
- tell and write time to the nearest minute (CCGPS) (3MA_D2012-26/MCC3.MD.1)
- estimate and measure liquid volumes and masses of objects to include the metric units grams, kilograms, liters and the customary units ounces, cups, pints, quarts, and gallons (CCGPS) (3MA_D2012-27/MCC3.MD.2)
- add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units (CCGPS) (3MA_D2012-28/MCC3.MD.2)
- draw a scaled picture graph and a scaled bar graph to represent a data set with several categories; solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs (e.g., draw a bar graph in which each square in the bar graph might represent 5 pets) (CCGPS) (3MA_D2012-29/MCC3.MD.3)
- generate measurement data by measuring lengths to the nearest quarter inch, half inch and millimeter in addition to the previously learned inch, foot, yard, centimeter and meter (CCGPS) (3MA_D2012-30/MCC3.MD.4)
- create line plots showing measurement data where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters (CCGPS) (3MA_D2012-31/MCC3.MD.4)
- recognize area as an attribute of plane figures and understand concepts of area measurement (CCGPS) (3MA_D2012-32/MCC3.MD.5)
- use words, pictures and/or numbers to show that “unit square” is a square with a side length of 1 unit, has an area of one square unit, and can be used to measure area of plane figures (CCGPS) (3MA_D2012-33/MCC3.MD.5_a)
- demonstrate that a plane figure which can be covered without gaps or overlaps by “n” unit squares is said to have an area of “n” square units (CCGPS) (3MA_D2012-34/MCC3.MD.5_b)
- measure areas using unit squares by counting, adding, tiling and multiplying with models in square centimeter, square meter, square inch, and square foot (CCGPS) (3MA_D2012-35/MCC3.MD.6)
- relate area to the operations of multiplication and addition (CCGPS) (3MA_D2012-36/MCC3.MD.7)
- find the area of a rectangle with whole-number side lengths by tiling it and show that the area is the same as would be found by multiplying the side lengths (CCGPS) (3MA_D2012-37/MCC3.MD.7_a)
- multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real-world and mathematical problems and represent whole-number products as rectangular areas in mathematical reasoning (CCGPS) (3MA_D2012-38/MCC3.MD.7_b)
- use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$; use area models to represent the distributive property in mathematical reasoning (CCGPS) (3MA_D2012-39/MCC3.MD.7_c)

D - Measurement and Data (*continued*)

- recognize area as additive; find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems (CCGPS) (3MA_D2012-40/MCC3.MD.7_d)
- solve real-world problems involving the perimeters of polygons including finding the perimeter given the side lengths and finding an unknown side length (CCGPS) (3MA_D2012-41/MCC3.MD.8)

E - Geometry

- identify, draw, examine, and classify quadrilaterals (including rhombuses, rectangles, squares, parallelograms, and trapezoids) (CCGPS) (3MA_E2012-42/MCC3.G.1)
- compare and contrast the attributes of quadrilaterals, and categorize quadrilaterals based on shared attributes (CCGPS) (3MA_E2012-43/MCC3.G.1)
- partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole (CCGPS) (3MA_E2012-44/MCC3.G.2)

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, ITBS) (3SC_A2006-1)
- demonstrate knowledge of scientific processes and inquiry methods (GPS, ITBS) (3SC_A2006-2)
- apply computation and estimation skills necessary for analyzing data and following scientific explanations (GPS, ITBS) (3SC_A2006-3)
- use tools and instruments for observing, measuring, and manipulating objects in scientific activities utilizing safe laboratory procedures (GPS, ITBS) (3SC_A2006-4)
- use the concepts of system, model, change, and scale when exploring scientific and technological matters (GPS, ITBS) (3SC_A2006-5)
- communicate scientific ideas and activities clearly (GPS, ITBS) (3SC_A2006-6)
- question scientific claims and arguments effectively (GPS, ITBS) (3SC_A2006-7)

B - Earth Science

- investigate the physical attributes of rocks and soils (GPS, ITBS) (3SC_B2006-8)
- investigate fossils as evidence of organisms that lived long ago (GPS, ITBS) (3SC_B2006-9)

C - Physical Science

- explain how heat is produced and the effects of heating and cooling (GPS, ITBS) (3SC_C2006-10)
- investigate magnets and their effect on common objects and other magnets (GPS, ITBS) (3SC_C2006-11)

D - Life Science

- investigate the habitats of different organisms and the dependence of organisms on their habitat (GPS, ITBS) (3SC_D2006-12)
- explain the effects of pollution and humans on the environment (GPS, ITBS) (3SC_D2006-13)

Social Studies

A - Map and Globe Skills

- use cardinal directions (GPS) (3SS_A2008-1)
- use intermediate directions (GPS) (3SS_A2008-2)
- use a letter/number grid system to determine location (GPS) (3SS_A2008-3)
- compare and contrast the categories of natural, cultural, and political features found on maps (GPS) (3SS_A2008-4)
- use inch-to-inch map scale to determine distance on a map (GPS) (3SS_A2008-5)
- use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps (GPS) (3SS_A2008-6)
- use a map to explain impact of geography on historical and current events (GPS) (3SS_A2008-7)
- draw conclusions and make generalizations based on information from maps (GPS) (3SS_A2008-8)
- use latitude and longitude to determine location (GPS) (3SS_A2008-9)

B - Information Processing Skills

- compare similarities and differences (GPS) (3SS_B2008-10)
- organize items chronologically (GPS) (3SS_B2008-11)
- identify issues and/or problems and alternative solutions (GPS) (3SS_B2008-12)
- distinguish between fact and opinion (GPS) (3SS_B2008-13)
- identify main idea, detail, sequence of events, and cause and effect in a social studies context (GPS) (3SS_B2008-14)
- identify and use primary and secondary sources (GPS) (3SS_B2008-15)
- interpret timelines (GPS) (3SS_B2008-16)
- identify social studies reference resources to use for a specific purpose (GPS) (3SS_B2008-17)
- construct charts and tables (GPS) (3SS_B2008-18)
- analyze artifacts (GPS) (3SS_B2008-19)
- draw conclusions and make generalizations (GPS) (3SS_B2008-20)
- analyze graphs and diagrams (GPS) (3SS_B2008-21)
- translate dates into centuries, eras, or ages (GPS) (3SS_B2008-22)

C - Roots of Our Democracy

- explain the political roots of our modern democracy in the United States of America (GPS) (3SS_C2008-23)
- locate major topographical features on a map (GPS) (3SS_C2008-24)
- explain the importance of the basic principles that provide the foundation of a republican form of government (GPS) (3SS_C2008-25)

D - Our Economy/Personal Finance

- describe the four types of productive resources (GPS) (3SS_D2008-26)
- explain that government provides certain types of goods and services in a market economy and pays for these through taxes (GPS) (3SS_D2008-27)
- give examples of interdependence and trade and explain how voluntary exchange benefits both parties (GPS) (3SS_D2008-28)
- describe the costs and benefits of personal spending and saving choices (GPS) (3SS_D2008-29)

E - Life and Times of Historical Figures - Paul Revere

- discuss the life of Paul Revere and his efforts to expand people's rights and freedoms in a democracy (GPS) (3SS_E2008-30)
- describe the cultural and geographic systems associated with Paul Revere (GPS) (3SS_E2008-31)
- describe how Paul Revere displayed positive character traits (GPS) (3SS_E2008-32)

F - Life and Times of Historical Figures - Frederick Douglass

- discuss the life of Frederick Douglass and his efforts to expand people's rights and freedoms in a democracy (GPS) (3SS_F2008-33)
- describe the cultural and geographic systems associated with Frederick Douglass (GPS) (3SS_F2008-34)
- describe how Frederick Douglass displayed positive character traits (GPS) (3SS_F2008-35)

G - Life and Times of Historical Figures - Susan B. Anthony

- discuss the life of Susan B. Anthony and her efforts to expand people's rights and freedoms in a democracy (GPS) (3SS_G2008-36)
- describe the cultural and geographic systems associated with Susan B. Anthony (GPS) (3SS_G2008-37)
- describe how Susan B. Anthony displayed positive character traits (GPS) (3SS_G2008-38)

H - Life and Times of Historical Figures - Mary McLeod Bethune

- discuss the life of Mary McLeod Bethune and her efforts to expand people's rights and freedoms in a democracy (GPS) (3SS_H2008-39)
- describe the cultural and geographic systems associated with Mary McLeod Bethune (GPS) (3SS_H2008-40)
- describe how Mary McLeod Bethune displayed positive character traits (GPS) (3SS_H2008-41)

I - Life and Times of Historical Figures - Franklin Roosevelt

- discuss the life of Franklin Roosevelt and his efforts to expand people's rights and freedoms in a democracy (GPS) (3SS_I2008-42)
- describe the cultural and geographic systems associated with Franklin Roosevelt (GPS) (3SS_I2008-43)
- describe how Franklin Roosevelt displayed positive character traits (GPS) (3SS_I2008-44)

J - Life and Times of Historical Figures - Eleanor Roosevelt

- discuss the life of Eleanor Roosevelt and her efforts to expand people's rights and freedoms in a democracy (GPS) (3SS_J2008-45)
- describe the cultural and geographic systems associated with Eleanor Roosevelt (GPS) (3SS_J2008-46)
- describe how Eleanor Roosevelt displayed positive character traits (GPS) (3SS_J2008-47)

K - Life and Times of Historical Figures - Thurgood Marshall

- discuss the life of Thurgood Marshall and his efforts to expand people's rights and freedoms in a democracy (GPS) (3SS_K2008-48)
- describe the cultural and geographic systems associated with Thurgood Marshall (GPS) (3SS_K2008-49)
- describe how Thurgood Marshall displayed positive character traits (GPS) (3SS_K2008-50)

L - Life and Times of Historical Figures - Lyndon B. Johnson

- discuss the life of Lyndon B. Johnson and his efforts to expand people's rights and freedoms in a democracy (GPS) (3SS_L2008-51)
- describe the cultural and geographic systems associated with Lyndon B. Johnson (GPS) (3SS_L2008-52)
- describe how Lyndon B. Johnson displayed positive character traits (GPS) (3SS_L2008-53)

M - Life and Times of Historical Figures - Cesar Chavez

- discuss the life of Cesar Chavez and his efforts to expand people's rights and freedoms in a democracy (GPS) (3SS_M2008-54)
- describe the cultural and geographic systems associated with Cesar Chavez (GPS) (3SS_M2008-55)
- describe how Cesar Chavez displayed positive character traits (GPS) (3SS_M2008-56)

General Music

A - Skills and Techniques/Performance

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

B - Creative Expression and Communication

- improvise melodies, variations, and accompaniments (GPS) (3GM_B2011-4)
- compose and arrange music within specified guidelines (GPS) (3GM_B2011-5)

C - Critical Analysis/Investigation

- listen to, analyze, and describe music (GPS) (3GM_C2011-6)
- evaluate music and music performances (GPS) (3GM_C2011-7)

D - Cultural and Historical Context

- understand relationships between music, the other arts, and disciplines outside the arts (GPS) (3GM_D2011-8)
- understand music in relation to history and culture (GPS) (3GM_D2011-9)
- move, alone and with others, to a varied repertoire of music (GPS) (3GM_D2011-10)

Health

A - First Aid

- apply appropriate first aid procedures for treating and reporting common injuries (3HE_A2009-1)

B - Safety

- analyze and explain how personal decisions and actions may affect chances of injury (GPS) (3HE_B2009-2)

C - Personal Care

- apply health skills for proper hygiene (GPS) (3HE_C2009-3)

D - Disease Prevention

- list circulatory and respiratory illnesses and describe methods of prevention (GPS) (3HE_D2009-4)

E - Tobacco, Alcohol, and Other Drugs

- assess physical, emotional, and social consequences of tobacco, alcohol, and other drug use by self and others (GPS) (3HE_E2009-5)
- apply the decision-making steps to avoid situations that pose a threat to self and others (GPS) (3HE_E2009-6)

F - Nutrition

- analyze the relationship between nutrients and health (GPS) (3HE_F2009-7)

G - Emotional Expression/Mental Health

- identify healthy ways to express emotions (GPS) (3HE_G2009-8)
- explain why accepting responsibility and making wise choices help develop a positive self-concept (GPS) (3HE_G2009-9)

H - Family Life

- examine ways family members can work together to accomplish a task and/or resolve a conflict (GPS) (3HE_H2009-10)
- recognize the importance of discussing health issues with one's family (GPS) (3HE_H2009-11)

I - Applied Anatomy and Physiology

- identify the parts of the circulatory and respiratory systems and summarize how each works (GPS) (3HE_I2009-12)

Physical Education

A - Fitness

- participate in health-enhancing physical activities (GPS) (3PE_A2009-1)

B - Motor Skills and Movement Patterns

- demonstrate locomotor and non-locomotor movements utilizing equipment and/or partners (GPS) (3PE_B2009-2)
- demonstrate a variety of balances alone or with others (GPS) (3PE_B2009-3)
- demonstrate three primary characteristics of an overhand throw (GPS) (3PE_B2009-4)
- catch a thrown ball (GPS) (3PE_B2009-5)
- apply rhythms to locomotor and non-locomotor combinations (GPS) (3PE_B2009-6)
- demonstrate combinations of transferring weight (GPS) (3PE_B2009-7)
- jump repeatedly using a self-turned rope (3PE_B2009-8)
- demonstrate progress in striking with body parts and implements (GPS) (3PE_B2009-9)
- demonstrate fleeing, dodging, and chasing skills during game play individually and in game play (GPS) (3PE_B2010-1)

C - Movement Concepts and Principles

- utilize relationships of self to equipment and others (GPS) (3PE_C2009-10)

D - Personal and Social Behavior

- demonstrate acceptable behaviors in a physical setting without reinforcement (GPS) (3PE_D2009-11)

Visual Arts

A - Meaning and Idea/Creative Thinking

- engage in the creative process to generate and visualize ideas (GPS) (3VA_A2011-1)
- formulate personal responses to visual imagery (GPS) (3VA_A2011-2)
- select and use subject matter, symbols, and/or ideas to communicate meaning (GPS) (3VA_A2011-3)

B - Contextual Understanding

- investigate and discover the personal relationship of the artist to the community, culture, and world through the study and creation of art (GPS) (3VA_B2011-4)
- view, discuss, and critique selected artworks (GPS) (3VA_B2011-5)

C - Production

- create artwork based on personal experience and selected themes (GPS) (3VA_C2011-6)
- create artworks which emphasize one or more elements of art (e.g., color, line, shape, form, texture) (GPS) (3VA_C2011-7)
- create art which emphasizes one or more principles of design (balance, proportion, rhythm, emphasis, unity, contrast) (GPS) (3VA_C2011-8)

3rd Grade

C – Production (*continued*)

- explore and apply media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills (GPS) (3VA_C2011-9)
- explore 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) (3VA_C2011-10)
- participate in appropriate exhibition(s) of artworks (GPS) (3VA_C2011-11)

D - Assessment and Reflection

- critique own artwork and the artwork of others (GPS) (3VA_D2011-12)
- utilize a variety of approaches to understand and critique works of art (GPS) (3VA_D2011-13)

E - Connections

- apply information from other disciplines to enhance the understanding and production of artworks (GPS) (3VA_E2011-14)
- develop life skills through the study and production of art (GPS) (3VA_E2011-15)

Language Arts

A - Reading: Literature

- refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text (CCGPS) (4LA_A2012-1/ELACC4RL1)
- determine a theme of a story, drama, or poem from details in the text; summarize the text (CCGPS) (4LA_A2012-2/ELACC4RL2)
- describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions) (CCGPS) (4LA_A2012-3/ELACC4RL3)
- determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean) (CCGPS) (4LA_A2012-4/ELACC4RL4)
- explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text (CCGPS) (4LA_A2012-5/ELACC4RL5)
- compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations (CCGPS) (4LA_A2012-6/ELACC4RL6)
- make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text (CCGPS) (4LA_A2012-7/ELACC4RL7)
- compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures (CCGPS) (4LA_A2012-8/ELACC4RL9)
- read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 4 (CCGPS) (4LA_A2012-9/ELACC4RL10)

B - Reading: Informational Text

- refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text (CCGPS) (4LA_B2012-10/ELACC4RI1)
- determine the main idea of a text and explain how it is supported by key details; summarize the text (CCGPS) (4LA_B2012-11/ELACC4RI2)
- explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text (CCGPS) (4LA_B2012-12/ELACC4RI3)
- determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area (CCGPS) (4LA_B2012-13/ELACC4RI4)
- describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text (CCGPS) (4LA_B2012-14/ELACC4RI5)
- compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided (CCGPS) (4LA_B2012-15/ELACC4RI6)
- interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears (CCGPS) (4LA_B2012-16/ELACC4RI7)
- explain how an author uses reasons and evidence to support particular points in a text (CCGPS) (4LA_B2012-17/ELACC4RI8)
- integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably (CCGPS) (4LA_B2012-18/ELACC4RI9)
- read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 4 (CCGPS) (4LA_B2012-19/ELACC4RI10)

4th Grade

C - Reading: Foundational Skills

- know and apply grade-level phonics and word analysis skills in decoding words (CCGPS) (4LA_C2012-20/ELACC4RF3)
- read with sufficient accuracy and fluency to support comprehension (CCGPS) (4LA_C2012-21/ELACC4RF4)

D - Writing

- write opinion pieces on topics or texts, supporting a point of view with reasons and information (CCGPS) (4LA_D2012-22/ELACC4W1)
- write informative/explanatory texts to examine a topic and convey ideas and information clearly (CCGPS) (4LA_D2012-23/ELACC4W2)
- write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences (CCGPS) (4LA_D2012-24/ELACC4W3)
- produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (CCGPS) (4LA_D2012-25/ELACC4W4)
- develop and strengthen writing as needed by planning, revising, and editing, with guidance and support from peers and adults (CCGPS) (4LA_D2012-26/ELACC4W5)
- 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 one page in a single sitting, with some guidance and support from adults (CCGPS) (4LA_D2012-27/ELACC4W6)
- conduct short research projects that build knowledge through investigation of different aspects of a topic (CCGPS) (4LA_D2012-28/ELACC4W7)
- recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources (CCGPS) (4LA_D2012-29/ELACC4W8)
- draw evidence from literary or informational texts to support analysis, reflection, and research (CCGPS) (4LA_D2012-30/ELACC4W9)
- 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) (4LA_D2012-31/ELACC4W10)

E - Speaking and Listening

- engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly (CCGPS) (4LA_E2012-32/ELACC4SL1)
- paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (CCGPS) (4LA_E2012-33/ELACC4SL2)
- identify the reasons and evidence a speaker provides to support particular points (CCGPS) (4LA_E2012-34/ELACC4SL3)
- report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace (CCGPS) (4LA_E2012-35/ELACC4SL4)
- add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes (CCGPS) (4LA_E2012-36/ELACC4SL5)
- differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation (CCGPS) (4LA_E2012-37/ELACC4SL6)

F - Language

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCGPS) (4LA_F2012-38/ELACC4L1)
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CCGPS) (4LA_F2012-39/ELACC4L2)

F – Language (*continued*)

- use knowledge of language and its conventions when writing, speaking, reading, or listening (CCGPS) (4LA_F2012-40/ELACC4L3)
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies (CCGPS) (4LA_F2012-41/ELACC4L4)
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings (CCGPS) (4LA_F2012-42/ELACC4L5)
- acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation) (CCGPS) (4LA_F2012-43/ELACC4L6)

Mathematics

A - Operations and Algebraic Thinking

- explain a multiplication equation as a comparison and represent verbal statements of multiplicative comparisons as multiplication equations (e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5) (CCGPS) (4MA_A2012-1/MCC4.OA.1)
- solve multiplication and division word problems involving multiplicative comparison using drawings and equations (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison) (CCGPS) (4MA_A2012-2/MCC4.OA.2)
- solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted and with a letter standing for the unknown quantity (CCGPS) (4MA_A2012-3/MCC4.OA.3)
- determine the reasonableness of answers using mental computation and estimation strategies, including rounding, when using the four operations (CCGPS) (4MA_A2012-4/MCC4.OA.3)
- explain the different meanings of the remainder in division problems (CCGPS) (4MA_A2012-5/MCC4.OA.3)
- determine multiples and factors for whole numbers 1-100 (CCGPS) (4MA_A2012-6/MCC4.OA.4)
- determine whether a given whole number in the range 1-100 is prime or composite (CCGPS) (4MA_A2012-7/MCC4.OA.4)
- investigate, represent, and generate number or shape patterns to describe given rules and solve problems (CCGPS) (4MA_A2012-8/MCC4.OA.5)

B - Number and Operations in Base Ten

- explain that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right (e.g., recognize that $700 \div 70 = 10$ by applying concepts of place value and division) (CCGPS) (4MA_B2012-9/MCC4.NBT.1)
- read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form for places from hundredths through millions (CCGPS) (4MA_B2012-10/MCC4.NBT.2)
- compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results for comparisons (CCGPS) (4MA_B2012-11/MCC4.NBT.2)
- use place value understanding to round whole numbers to any place using tools such as a number line and/or charts (CCGPS) (4MA_B2012-12/MCC4.NBT.3)
- add and subtract multi-digit whole numbers fluently using the standard algorithm (CCGPS) (4MA_B2012-13/MCC4.NBT.4)
- illustrate and explain multiplication calculations by using equations, rectangular arrays, and/or area models (CCGPS) (4MA_B2012-14/MCC4.NBT.5)

B - Number and Operations in Base Ten (*continued*)

- multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations (CCGPS) (4MA_B2012-15/MCC4.NBT.5)
- illustrate and explain division calculations by using equations, rectangular arrays, and/or area models (CCGPS) (4MA_B2012-16/MCC4.NBT.6)
- calculate whole number quotients and remainders with up to four-digit dividends and one-digit divisors using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division (CCGPS) (4MA_B2012-17/MCC4.NBT.6)

C - Number and Operations: Fractions

- explain why a fraction a/b is equivalent to a fraction $(n \times a)/n \times b$ by using visual fraction models with attention to how the number and size of the parts differ even though the two fractions themselves are the same size; use this principle to recognize and generate equivalent fractions (CCGPS) (4MA_C2012-18/MCC4.NF.1)
- compare two fractions with different numerators and different denominators by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$ (CCGPS) (4MA_C2012-19/MCC4.NF.2)
- use the symbols $>$, $=$, or $<$ to compare fractions and justify the conclusions by using a visual fraction model (CCGPS) (4MA_C2012-20/MCC4.NF.2)
- recognize that a fraction a/b with $a > 1$ as a sum of fractions $1/b$ (CCGPS) (4MA_C2012-21/MCC4.NF.3)
- model and explain addition and subtraction of fractions as joining and separating parts referring to the same whole (CCGPS) (4MA_C2012-22/MCC4.NF.3_a)
- decompose a fraction, by using a visual fraction model, into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation (e.g., $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8$; $8/8 = 7/8 + 1/8$) (CCGPS) (4MA_C2012-23/MCC4.NF.3_b)
- add and subtract mixed numbers with like denominators (e.g., by replacing each mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition and subtraction) (CCGPS) (4MA_C2012-24/MCC4.NF.3_c)
- solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators by using visual fraction models and equations to represent the problem (CCGPS) (4MA_C2012-25/MCC4.NF.3_d)
- apply and extend previous understanding of multiplication to multiply a fraction by a whole number (CCGPS) (4MA_C2012-26/MCC4.NF.4)
- recognize a fraction a/b as a multiple of $1/b$ [e.g., use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$] (CCGPS) (4MA_C2012-27/MCC4.NF.4_a)
- understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number [e.g., use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$; (In general, $n \times (a/b) = (n \times a)/b$)] (CCGPS) (4MA_C2012-28/MCC4.NF.4_b)
- solve word problems involving multiplication of a fraction by a whole number (e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?) (CCGPS) (4MA_C2012-29/MCC4.NF.4_c)
- express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100 (e.g., express $3/10$ as $30/100$ and add $3/10 + 4/100 = 34/100$) (CCGPS) (4MA_C2012-30/MCC4.NF.5)
- use decimal notation for fractions with denominators 10 or 100 (e.g., rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram) (CCGPS) (4MA_C2012-31/MCC4.NF.6)
- read, write, order, and compare place value of decimals to hundredths, using $<$, $>$, or $=$, by reasoning about their size and justify the conclusions using a visual model (CCGPS) (4MA_C2012-32/MCC4.NF.7)

D - Measurement and Data

- compare one unit to another within a single system of linear measurement and record measurement equivalents in a two-column table, including kilometer, meter, centimeter, yard, foot, inch. (e.g., 1 foot is 12 times as long as 1 inch; express the length of a 4-foot snake as 48 inches.) (CCGPS) (4MA_D2012-33/MCC4.MD.1)
- compare one unit to another within a single system of capacity measurement and record measurement equivalents in a two-column table, including liter, milliliter, cup, pint, quart, gallon (CCGPS) (4MA_D2012-34/MCC4.MD.1)
- compare one unit to another within a single system of weight measurement and record measurement equivalents in a two-column table, including gram, kilogram, pound, and ounce (CCGPS) (4MA_D2012-35/MCC4.MD.1)
- solve word problems by applying the four operations to problems involving whole number, decimal and fractional distances, intervals of time, liquid volumes, masses of objects, and money (CCGPS) (4MA_D2012-36/MCC4.MD.2)
- represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale (CCGPS) (4MA_D2012-37/MCC4.MD.2)
- apply the area and perimeter formulas for rectangles in real-world and mathematical problems (CCGPS) (4MA_D2012-38/MCC4.MD.3)
- solve problems involving addition and subtraction of fractions by using information presented in line plots (e.g., from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection) (CCGPS) (4MA_D2012-39/MCC4.MD.4)

E - Geometry

- recognize angles as geometric shapes that are formed wherever two rays share a common endpoint and understand concepts of angle measurement (CCGPS) (4MA_E2012-40/MCC4.MD.5)
- recognize that an angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle; an angle that turns through $1/360$ of a circle is called a “one-degree angle,” and can be used to measure angles (CCGPS) (4MA_E2012-41/MCC4.MD.5_a)
- recognize that an angle that turns through “n” one-degree angles is said to have an angle measure of “n” degrees (CCGPS) (4MA_E2012-42/MCC4.MD.5_b)
- measure and draw angles using tools such as a protractor or angle ruler (CCGPS) (4MA_E2012-43/MCC4.MD.6)
- model and explain angle measure as additive (e.g., when an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts) (CCGPS) (4MA_E2012-44/MCC4.MD.7)
- solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems by using an equation with a symbol for the unknown angle measure (CCGPS) (4MA_E2012-45/MCC4.MD.7)
- draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines and identify these in two-dimensional figures (CCGPS) (4MA_E2012-46/MCC4.G.1)
- examine and compare angles in order to classify and identify two-dimensional figures by their angles to include right triangles (CCGPS) (4MA_E2012-47/MCC4.G.2)
- classify two-dimensional figures based on the presence or absence of parallel or perpendicular line segments, or the presence or absence of angles of a specified size (CCGPS) (4MA_E2012-48/MCC4.G.2)
- identify and draw lines of symmetry for two-dimensional figures (CCGPS) (4MA_E2012-49/MCC4.G.3)

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, ITBS) (4SC_A2006-1)
- demonstrate knowledge of scientific processes and inquiry methods (GPS, ITBS) (4SC_A2006-2)
- apply computation and estimation skills necessary for analyzing data and following scientific explanations (GPS, ITBS) (4SC_A2006-3)

4th Grade

A - Characteristics of Science (*continued*)

- use tools and instruments for observing, measuring, and manipulating objects in scientific activities utilizing safe laboratory procedures (GPS, ITBS) (4SC_A2006-4)
- use the concepts of system, model, change, and scale when exploring scientific and technological matters (GPS, ITBS) (4SC_A2006-5)
- communicate scientific ideas and activities clearly (GPS, ITBS) (4SC_A2006-6)
- question scientific claims and arguments effectively (GPS, ITBS) (4SC_A2006-7)

B - Earth Science

- analyze the components of our solar system and their relationship to one another (GPS, ITBS) (4SC_B2006-8)
- analyze the role of relative position and motion in determining the sequence of the phases of the moon (GPS, ITBS) (4SC_B2006-9)
- differentiate between the states of water and how they relate to the water cycle and weather (GPS, ITBS) (4SC_B2006-10)
- analyze weather charts/maps and collect weather data to predict weather events and infer patterns and seasonal changes (GPS, ITBS) (4SC_B2006-11)

C - Physical Science

- investigate the nature of light using tools (mirrors, lenses, prisms) (GPS, ITBS) (4SC_C2006-12)
- investigate how sound is produced by vibrating objects (GPS, ITBS) (4SC_C2006-13)
- demonstrate the relationship between force and motion (GPS, ITBS) (4SC_C2006-14)

D - Life Science

- describe the roles of organisms and the flow of energy within an ecosystem (GPS, ITBS) (4SC_D2006-15)
- explain various factors (adaptation, variation, behavior, external features) that affect the survival or extinction of organisms (GPS, ITBS) (4SC_D2006-16)

Social Studies

A - Map and Globe Skills

- use cardinal directions (GPS) (4SS_A2008-1)
- use intermediate directions (GPS) (4SS_A2008-2)
- use a letter/number grid system to determine location (GPS) (4SS_A2008-3)
- compare and contrast the categories of natural, cultural, and political features found on maps (GPS) (4SS_A2008-4)
- use inch-to-inch map scale to determine distance on a map (GPS) (4SS_A2008-5)
- use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps (GPS) (4SS_A2008-6)
- use a map to explain impact of geography on historical and current events (GPS) (4SS_A2008-7)
- draw conclusions and make generalizations based on information from maps (GPS) (4SS_A2008-8)
- use latitude and longitude to determine location (GPS) (4SS_A2008-9)
- use graphic scales to determine distances on a map (GPS) (4SS_A2008-10)
- compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about activities (GPS) (4SS_A2008-11)
- compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations (GPS) (4SS_A2008-12)

B - Information Processing Skills

- compare similarities and differences (GPS) (4SS_B2008-13)
- organize items chronologically (GPS) (4SS_B2008-14)

B - Information Processing Skills (continued)

- identify issues and/or problems and alternative solutions (GPS) (4SS_B2008-15)
- distinguish between fact and opinion (GPS) (4SS_B2008-16)
- identify main idea, detail, sequence of events, and cause and effect in a social studies context (GPS) (4SS_B2008-17)
- identify and use primary and secondary sources (GPS) (4SS_B2008-18)
- interpret timelines (GPS) (4SS_B2008-19)
- identify social studies reference resources to use for a specific purpose (GPS) (4SS_B2008-20)
- construct charts and tables (GPS) (4SS_B2008-21)
- analyze artifacts (GPS) (4SS_B2008-22)
- draw conclusions and make generalizations (GPS) (4SS_B2008-23)
- analyze graphs and diagrams (GPS) (4SS_B2008-24)
- translate dates into centuries, eras, or ages (GPS) (4SS_B2008-25)
- formulate appropriate research questions (GPS) (4SS_B2008-26)
- determine adequacy and/or relevancy of information (GPS) (4SS_B2008-27)
- check for consistency of information (GPS) (4SS_B2008-28)
- interpret political cartoons (GPS) (4SS_B2008-29)

C - Native American Cultures

- describe how early Native American cultures developed in North America (GPS) (4SS_C2008-30)
- locate important physical and man-made features in the United States (GPS) (4SS_C2008-31)

D - European Exploration in North America

- describe European exploration in North America (GPS) (4SS_D2008-32)
- compare and contrast examples of cooperation and conflict between Europeans and Native Americans (GPS) (4SS_D2008-33)
- name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness) (GPS) (4SS_D2008-34)
- use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events (GPS) (4SS_D2008-35)

E - Colonial America

- explain the factors that shaped British Colonial America (GPS) (4SS_E2008-36)
- describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans (GPS) (4SS_E2008-37)
- name positive traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness) (GPS) (4SS_E2008-38)
- use basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events (GPS) (4SS_E2008-39)

F - The American Revolution

- trace the events that shaped the revolutionary movement in America (GPS) (4SS_F2008-40)
- explain the development of the Declaration of Independence (GPS) (4SS_F2008-41)
- describe the major events of the Revolution and explain the factors leading to American victory and British defeat (GPS) (4SS_F2008-42)
- describe key individuals in the American Revolution (GPS) (4SS_F2008-43)
- describe how physical systems affect human systems in regard to the American Revolution (GPS) (4SS_F2008-44)
- name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness) associated with the American Revolution (GPS) (4SS_F2008-45)
- use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity and price incentives to illustrate historical events specific to the American Revolution (GPS) (4SS_F2008-46)

4th Grade

G - The New Nation

- analyze the challenges faced by the new nation (GPS) (4SS_G2008-47)
- differentiate natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness) (GPS) (4SS_G2008-48)
- compare and contrast “We the People” from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty (GPS) (4SS_G2008-49)
- explain the federal system of government in the U.S. (GPS) (4SS_G2008-50)
- discuss the importance of freedom of expression as guaranteed by the First Amendment to the U.S. Constitution (GPS) (4SS_G2008-51)
- describe the functions of the government (GPS) (4SS_G2008-52)
- explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic (GPS) (4SS_G2008-53)
- describe how physical systems affect human systems in regard to development of a new nation (GPS) (4SS_G2008-54)
- use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events specific to the development of a new nation (GPS) (4SS_G2008-55)

H - Westward Expansion

- explain westward expansion of America between 1801 and 1861 (GPS) (4SS_H2008-56)
- describe the economic conditions and the effect on growth and expansion (GPS) (4SS_H2008-57)
- locate important physical and man-made features in the United States (GPS) (4SS_H2008-58)
- describe how physical systems affect human systems in regard to westward expansion (GPS) (4SS_H2008-59)

I - Reform Movements

- examine the main ideas of the abolitionist and suffrage movements (GPS) (4SS_I2008-60)
- name positive character traits of key historic figures and government leaders (honesty, patriotism, courage, trustworthiness) associated with the reform movements (GPS) (4SS_I2008-61)
- use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events specific to the reform movements (GPS) (4SS_I2008-62)

J - Personal Finance

- identify the elements of a personal budget and explain why personal spending and saving decisions are important (GPS) (4SS_J2008-63)

General Music

A - Skills and Techniques/Performance

- sing, alone and with others, a varied repertoire of music (GPS) (4GM_A2011-1)
- perform on instruments, alone and with others, a varied repertoire of music (GPS) (4GM_A2011-2)
- read and notate music (GPS) (4GM_A2011-3)

B - Creative Expression and Communication

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

C - Critical Analysis/Investigation

- listen to, analyze, and describe music (GPS) (4GM_C2011-6)
- evaluate music and music performances (GPS) (4GM_C2011-7)

D - Cultural and Historical Context

- understand relationships between music, the other arts, and disciplines outside the arts (GPS) (4GM_D2011-8)
- understand music in relation to history and culture (GPS) (4GM_D2011-9)
- move, alone and with others, to a varied repertoire of music (GPS) (4GM_D2011-10)

Health

A - First Aid

- apply appropriate first aid procedures for treating bleeding wounds (4HE_A2009-1)

B - Safety

- describe how each person can impact the health and safety of others (GPS) (4HE_B2009-2)

C - Personal Care

- explain the influence of rest, food choices, exercise, sleep, and recreation on a person's well-being (GPS) (4HE_C2009-3)
- set a personal health goal based on an individual health risk assessment and make progress toward its achievement (GPS) (4HE_C2009-4)

D - Disease Prevention

- recognize diseases/illnesses and discuss methods of prevention (GPS) (4HE_D2009-5)

E - Tobacco, Alcohol, and Other Drugs

- examine the effects of tobacco products on the circulatory and respiratory systems (GPS) (4HE_E2009-6)
- examine the harmful effects of marijuana, hallucinogens, amphetamines, and inhalants on the body (GPS) (4HE_E2009-7)
- explain the safe and appropriate use of over-the-counter drugs (GPS) (4HE_E2009-8)
- critique advertisements and commercials which encourage the use of medicines, tobacco, and alcohol (GPS) (4HE_E2009-9)

F - Nutrition

- detect the short- and long-term effects that diet and physical activity have on health (GPS) (4HE_F2009-10)

G - Emotional Expression/Mental Health

- describe ways to resolve conflicts without fighting (GPS) (4HE_G2009-11)
- develop and practice skills that communicate care, consideration, and respect of self and others, including those with disabilities (GPS) (4HE_G2009-12)

H - Family Life

- recognize the importance of the role that mothers and fathers play in the nurturing, guidance, care, and support of a child (4HE_H2009-13)
- explore the concept of basic physical and emotional changes related to maturity (4HE_H2009-14)

I - Applied Anatomy and Physiology

- identify the parts and major functions of the digestive system (4HE_I2009-15)

Physical Education

A - Fitness

- participate in health-enhancing fitness activities (GPS) (4PE_A2009-1)
- demonstrate progress toward meeting health-related fitness standards as defined by research (GPS) (4PE_A2009-2)

B - Motor Skills and Movement Patterns

- exhibit combinations of locomotor patterns (GPS) (4PE_B2009-3)
- demonstrate static and dynamic balances incorporating directional changes and various movement levels (GPS) (4PE_B2009-4)
- demonstrate a combination of throwing and catching skills (GPS) (4PE_B2009-5)

C - Movement Concepts and Principles

- create and demonstrate movement sequences to a rhythm (GPS) (4PE_C2009-6)
- design and perform sequences involving rolling and weight transfer (GPS) (4PE_C2009-7)

D - Personal and Social Behavior

- demonstrate progress and accuracy striking with body parts and implements (GPS) (4PE_D2009-8)
- create relationships by understanding self, space, and equipment (GPS) (4PE_D2009-9)
- demonstrate and identify the purposes for activities while following rules to games and using game-play etiquette (GPS) (4PE_D2009-10)

Visual Arts

A - Meaning and Idea/Creative Thinking

- engage in the creative process to generate and visualize ideas (GPS) (4VA_A2011-1)
- formulate personal responses to visual imagery (GPS) (4VA_A2011-2)
- select and use subject matter, symbols, and/or ideas to communicate meaning (GPS) (4VA_A2011-3)

B - Contextual Understanding

- investigate and discover the personal relationship of the artist to the community, culture, and world through the study and creation of art (GPS) (4VA_B2011-4)
- view, discuss, and critique selected artworks (GPS) (4VA_B2011-5)

C - Production

- create artwork based on personal experience and selected themes (GPS) (4VA_C2011-6)
- explore and apply media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills (GPS) (4VA_C2011-7)
- explore 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) (4VA_C2011-8)
- plan and participate in appropriate exhibition(s) of artworks (GPS) (4VA_C2011-9)

D - Assessment and Reflection

- explore and discuss art portfolios (GPS) (4VA_D2011-10)
- utilize a variety of approaches to understand and critique works of art (GPS) (4VA_D2011-11)
- explain how selected elements and principles of design are used in an artwork to convey meaning (GPS) (4VA_D2011-12)

E - Connections

- apply information and processes from other disciplines to enhance the understanding and production of artworks (GPS) (4VA_E2011-13)
- develop life skills through the study and production of art (GPS) (4VA_E2011-14)

Language Arts

A - Reading: Literature

- quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text (CCGPS) (5LA_A2012-1/ELACC5RL1)
- determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text (CCGPS) (5LA_A2012-2/ELACC5RL2)
- compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact) (CCGPS) (5LA_A2012-3/ELACC5RL3)
- determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes (CCGPS) (5LA_A2012-4/ELACC5RL4)
- explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem (CCGPS) (5LA_A2012-5/ELACC5RL5)
- describe how a narrator's or speaker's point of view influences how events are described (CCGPS) (5LA_A2012-6/ELACC5RL6)
- analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem) (CCGPS) (5LA_A2012-7/ELACC5RL7)
- compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics (CCGPS) (5LA_A2012-8/ELACC5RL9)
- read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently by the end of grade 5 (CCGPS) (5LA_A2012-9/ELACC5RL10)

B - Reading: Informational Text

- quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text (CCGPS) (5LA_B2012-10/ELACC5RI1)
- determine two or more main ideas of a text and explain how they are supported by key details; summarize the text (CCGPS) (5LA_B2012-11/ELACC5RI2)
- explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text (CCGPS) (5LA_B2012-12/ELACC5RI3)
- determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area (CCGPS) (5LA_B2012-13/ELACC5RI4)
- compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts (CCGPS) (5LA_B2012-14/ELACC5RI5)
- analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent (CCGPS) (5LA_B2012-15/ELACC5RI6)
- draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently (CCGPS) (5LA_B2012-16/ELACC5RI7)
- explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s) (CCGPS) (5LA_B2012-17/ELACC5RI8)
- integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably (CCGPS) (5LA_B2012-18/ELACC5RI9)
- read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently by the end of grade 5 (CCGPS) (5LA_B2012-19/ELACC5RI10)

C - Reading: Foundational Skills

- know and apply grade-level phonics and word analysis skills in decoding words (CCGPS) (5LA_C2012-20/ELACC5RF3)
- read with sufficient accuracy and fluency to support comprehension (CCGPS) (5LA_C2012-21/ELACC5RF4)

D - Writing

- write opinion pieces on topics or texts, supporting a point of view with reasons and information (CCGPS) (5LA_D2012-22/ELACC5W1)
- write informative/explanatory texts to examine a topic and convey ideas and information clearly (CCGPS) (5LA_D2012-23/ELACC5W2)
- write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences (CCGPS) (5LA_D2012-24/ELACC5W3)
- produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (CCGPS) (5LA_D2012-25/ELACC5W4)
- develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, with guidance and support from peers and adults (CCGPS) (5LA_D2012-26/ELACC5W5)
- 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 two pages in a single sitting, with some guidance and support from adults (CCGPS) (5LA_D2012-27/ELACC5W6)
- conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic (CCGPS) (5LA_D2012-28/ELACC5W7)
- recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources (CCGPS) (5LA_D2012-29/ELACC5W8)
- draw evidence from literary or informational texts to support analysis, reflection, and research (CCGPS) (5LA_D2012-30/ELACC5W9)
- 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) (5LA_D2012-31/ELACC5W10)

E - Speaking and Listening

- engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and text, building on others' ideas and expressing their own clearly (CCGPS) (5LA_E2012-32/ELACC5SL1)
- summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (CCGPS) (5LA_E2012-33/ELACC5SL2)
- summarize the points a speaker makes and explain how each claim is supported by reasons and evidence (CCGPS) (5LA_E2012-34/ELACC5SL3)
- report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace (CCGPS) (5LA_E2012-35/ELACC5SL4)
- include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes (CCGPS) (5LA_E2012-36/ELACC5SL5)
- adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (CCGPS) (5LA_E2012-37/ELACC5SL6)

F - Language

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCGPS) (5LA_F2012-38/ELACC5L1)
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CCGPS) (5LA_F2012-39/ELACC5L2)
- use knowledge of language and its conventions when writing, speaking, reading, or listening (CCGPS) (5LA_F2012-40/ELACC5L3)
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies (CCGPS) (5LA_F2012-41/ELACC5L4)

F – Language (*continued*)

- demonstrate understanding of figurative language, word relationships, and nuances in word meanings (CCGPS) (5LA_F2012-42/ELACCC5L5)
- acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, vocabulary, including that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition) (CCGPS) (5LA_F2012-43/ELACCC5L6)

Mathematics

A - Operations and Algebraic Thinking

- use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols (CCGPS) (5MA_A2012-1/MCC5.OA.1)
- write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them [e.g., express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$] and recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product (CCGPS) (5MA_A2012-2/MCC5.OA.2)
- form and graph ordered pairs of corresponding terms for numerical patterns (e.g., given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences and observe that the terms in one sequence are twice the corresponding terms in the other sequence) (CCGPS) (5MA_A2012-3/MCC5.OA.3)

B - Number and Operations in Base Ten

- recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left (CCGPS) (5MA_B2012-4/MCC5.NBT.1)
- explain patterns in the number of zeros of the product when multiplying a number by powers of 10 and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10; use whole-number exponents to denote powers of 10 (CCGPS) (5MA_B2012-5/MCC5.NBT.2)
- read, write, order, and compare place value of decimals to thousandths using base ten numerals, number names, and expanded form [e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$] (CCGPS) (5MA_B2012-6/MCC5.NBT.3/MCC5.NBT.3_a)
- compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons (CCGPS) (5MA_B2012-7/MCC5.NBT.3_b)
- round decimals to any place using tools such as a number line and/or charts (CCGPS) (5MA_B2012-8/MCC5.NBT.4)
- multiply multi-digit whole numbers fluently using the standard algorithm (CCGPS) (5MA_B2012-9/MCC5.NBT.5)
- solve problems involving division of up to four-digit whole number dividends by a one- or two-digit whole number divisor using strategies based on place value, properties and/or relationship between multiplication and division, including problems that generate a remainder (CCGPS) (5MA_B2012-10/MCC5.NBT.6)
- illustrate and explain division calculations by using equations, rectangular arrays, and/or area models (CCGPS) (5MA_B2012-11/MCC5.NBT.6)
- add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction (CCGPS) (5MA_B2012-12/MCC5.NBT.7)

C - Number and Operations: Fractions

- add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators (e.g., $2/3 + 5/4 = 8/12 + 15/12 = 23/12$) (CCGPS) (5MA_C2012-13/MCC5.NF.1)
- use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers (e.g., recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$) (CCGPS) (5MA_C2012-14/MCC5.NF.2)

C - Number and Operations: Fractions (continued)

- solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators (CCGPS) (5MA_C2012-15/MCC5.NF.2)
- use words, pictures, and/or numbers to show that division of whole numbers can be represented as a fraction ($a/b = a \div b$) (CCGPS) (5MA_C2012-16/MCC5.NF.3)
- solve word problems, by using visual fraction models, involving division of whole numbers leading to answers in the form of fractions or mixed numbers (e.g., interpret $3/4$ as the result of dividing 3 by 4 noting that $3/4$ multiplied by 4 equals 3 and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$) (CCGPS) (5MA_C2012-17/MCC5.NF.3)
- apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction (CCGPS) (5MA_C2012-18/MCC5.NF.4)
- interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q/b$ (e.g., use a visual fraction model to show $(2/3) \times 4 = 8/3$ and create a story context for this equation; do the same with $(2/3) \times (4/5) = 8/15$) (CCGPS) (5MA_C2012-19/MCC5.NF.4_a)
- find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths (CCGPS) (5MA_C2012-20/MCC5.NF.4_b)
- relate the principle of fraction equivalence, $a/b = (n \times a)/(n \times b)$, to the effect of multiplying a/b by 1 (CCGPS) (5MA_C2012-21/MCC5.NF.5)
- interpret multiplication as scaling by comparing the size of the product to the sizes of the factors without multiplying (CCGPS) (5MA_C2012-22/MCC5.NF.5_a)
- explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number and why multiplying a given number by a fraction less than 1 results in a product smaller than the given number (CCGPS) (5MA_C2012-23/MCC5.NF.5_b)
- solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem (CCGPS) (5MA_C2012-24/MCC5.NF.6)
- interpret division of a unit fraction by a non-zero whole number and compute such quotients [e.g., create a story context for $(1/3) \div 4$ and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$] (CCGPS) (5MA_C2012-25/MCC5.NF.7_a)
- interpret division of a whole number by a unit fraction and compute such quotients [e.g., create a story context for $4 \div (1/5)$ and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$] (CCGPS) (5MA_C2012-26/MCC5.NF.7_b)
- solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions e.g., by using visual fraction models and equations to represent the problem. (For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$ -cup servings are in 2 cups of raisins?) (CCGPS) (5MA_C2012-27/MCC5.NF.7_c)

D - Measurement and Data

- convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real-world problems (e.g., convert 5 cm to 0.05 m) (5MA_D2012-28/MCC5.MD.1)
- make a line plot to display a data set of measurements in fractions of a unit ($1/2, 1/4, 1/8$) and solve problems using the line plot data (CCGPS) (5MA_D2012-29/MCC5.MD.2)
- use words, pictures, or numbers to show a cubic unit is represented by a cube in which each edge has a length of one unit (CCGPS) (5MA_D2012-30/MCC5.MD.3_a)
- apply concepts of volume measurement to explain volume as an attribute of solid figures packed without gaps or overlaps using “n” unit cubes (CCGPS) (5MA_D2012-31/MCC5.MD.3_b)
- measure volume as cubic centimeters, cubic meters, cubic inches, cubic feet, and cubic yards (CCGPS) (5MA_D2012-32/MCC5.MD.4)
- relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume (CCGPS) (5MA_D2012-33/MCC5.MD.5)

5th Grade

D - Measurement and Data (*continued*)

- find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base (CCGPS) (5MA_D2012-34/MCC5.MD.5_a)
- estimate, derive and apply the formula ($V = l \times w \times h$ and $V = b \times h$) for the volume of a cube and a right rectangular prism using manipulatives and relate volume to the operations of multiplication and addition to solve real-world and mathematical problems (CCGPS) (5MA_D2012-35/MCC5.MD.5_b)
- recognize and calculate volume as additive when volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems (CCGPS) (5MA_D2012-36/MCC5.MD.5_c)

E - Geometry

- create, label, and use a coordinate grid system (CCGPS) (5MA_E2012-37/MCC5.G.1)
- represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation (CCGPS) (5MA_E2012-38/MCC5.G.2)
- demonstrate that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category (e.g., all rectangles have four right angles and squares are rectangles so all squares have four right angles) (CCGPS) (5MA_E2012-39/MCC5.G.3)
- classify two-dimensional figures in a hierarchy based on properties (CCGPS) (5MA_E2012-40/MCC5.G.4)

TC - Number and Operations: Fractions

- explain why a fraction a/b is equivalent to a fraction $(n \times a)/n \times b$ by using visual fraction models with attention to how the number and size of the parts differ even though the two fractions themselves are the same size; use this principle to recognize and generate equivalent fractions (CCGPS) (5MA_TC2012-41/MCC4.NF.1)
- compare two fractions with different numerators and different denominators by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$ (CCGPS) (5MA_TC2012-42/MCC4.NF.2)
- use the symbols $>$, $=$, or $<$ to compare fractions and justify the conclusions by using a visual fraction model (CCGPS) (5MA_TC2012-43/MCC4.NF.2)
- recognize that a fraction a/b with $a > 1$ as a sum of fractions $1/b$ (CCGPS) (5MA_TC2012-44/MCC4.NF.3)
- model and explain addition and subtraction of fractions as joining and separating parts referring to the same whole (CCGPS) (5MA_TC2012-45/MCC4.NF.3_a)
- decompose a fraction, by using a visual fraction model, into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation (e.g., $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8$; $8/8 = 7/8 + 1/8$) (CCGPS) (5MA_TC2012-46/MCC4.NF.3_b)
- add and subtract mixed numbers with like denominators (e.g., by replacing each mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition and subtraction) (CCGPS) (5MA_TC2012-47/MCC4.NF.3_c)
- solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators by using visual fraction models and equations to represent the problem (CCGPS) (5MA_TC2012-48/MCC4.NF.3_d)
- apply and extend previous understanding of multiplication to multiply a fraction by a whole number (CCGPS) (5MA_TC2012-49/MCC4.NF.4)
- recognize a fraction a/b as a multiple of $1/b$ [e.g., use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$] (CCGPS) (5MA_TC2012-50/MCC4.NF.4_a)
- understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number [e.g., use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$; (In general, $n \times (a/b) = (n \times a)/b$] (CCGPS) (5MA_TC2012-51/MCC4.NF.4_b)
- solve word problems involving multiplication of a fraction by a whole number (e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?) (CCGPS) (5MA_TC2012-52/MCC4.NF.4_c)

Science

A - Characteristics of Science

- discuss the importance of curiosity, honesty, openness, and skepticism in science and exhibit these traits in efforts to understand how the world works (GPS, ITBS) (5SC_A2006-1)
- demonstrate knowledge of scientific processes and inquiry methods (GPS, ITBS) (5SC_A2006-2)
- apply computation and estimation skills necessary for analyzing data and following scientific explanations (GPS, ITBS) (5SC_A2006-3)
- use tools and instruments for observing, measuring, and manipulating objects in scientific activities utilizing safe laboratory procedures (GPS, ITBS) (5SC_A2006-4)
- use the concepts of system, model, change, and scale when exploring scientific and technological matters (GPS, ITBS) (5SC_A2006-5)
- communicate scientific ideas and activities clearly (GPS, ITBS) (5SC_A2006-6)
- question scientific claims and arguments effectively (GPS, ITBS) (5SC_A2006-7)

B - Earth Science

- analyze how surface features of the earth are caused by constructive and destructive processes (GPS, ITBS) (5SC_B2006-8)

C - Physical Science

- verify that an object is the sum of its parts (GPS) (5SC_C2006-9)
- distinguish between physical changes and chemical changes (GPS, ITBS) (5SC_C2006-10)
- investigate electricity and magnetism and their relationship to one another (GPS, ITBS) (5SC_C2006-11)

D - Life Science

- classify organisms to simplify the study of living things (GPS, ITBS) (5SC_D2006-12)
- identify the cell as the building block of living organisms (GPS, ITBS) (5SC_D2006-13)
- compare and contrast the characteristics of learned behaviors and inherited traits (GPS, ITBS) (5SC_D2006-14)
- analyze how microorganisms benefit or harm other organisms (GPS) (5SC_D2007-1)

Social Studies

A - Map and Globe Skills

- use cardinal directions (GPS) (5SS_A2008-1)
- use intermediate directions (GPS) (5SS_A2008-2)
- use a letter/number grid system to determine location (GPS) (5SS_A2008-3)
- compare and contrast the categories of natural, cultural, and political features found on maps (GPS) (5SS_A2008-4)
- use inch-to-inch map scale to determine distance on a map (GPS) (5SS_A2008-5)
- use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps (GPS) (5SS_A2008-6)
- use a map to explain impact of geography on historical and current events (GPS) (5SS_A2008-7)
- draw conclusions and make generalizations based on information from maps (GPS) (5SS_A2008-8)
- use latitude and longitude to determine location (GPS) (5SS_A2008-9)
- use graphic scales to determine distances on a map (GPS) (5SS_A2008-10)
- compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about activities (GPS) (5SS_A2008-11)
- compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations (GPS) (5SS_A2008-12)

5th Grade

B - Information Processing Skills

- compare similarities and differences (GPS) (5SS_B2008-13)
- organize items chronologically (GPS) (5SS_B2008-14)
- identify issues and/or problems and alternative solutions (GPS) (5SS_B2008-15)
- distinguish between fact and opinion (GPS) (5SS_B2008-16)
- identify main idea, detail, sequence of events, and cause and effect in a social studies context (GPS) (5SS_B2008-17)
- identify and use primary and secondary sources (GPS) (5SS_B2008-18)
- interpret timelines (GPS) (5SS_B2008-19)
- identify social studies reference resources to use for a specific purpose (GPS) (5SS_B2008-20)
- construct charts and tables (GPS) (5SS_B2008-21)
- analyze artifacts (GPS) (5SS_B2008-22)
- draw conclusions and make generalizations (GPS) (5SS_B2008-23)
- analyze graphs and diagrams (GPS) (5SS_B2008-24)
- translate dates into centuries, eras, or ages (GPS) (5SS_B2008-25)
- formulate appropriate research questions (GPS) (5SS_B2008-26)
- determine adequacy and/or relevancy of information (GPS) (5SS_B2008-27)
- check for consistency of information (GPS) (5SS_B2008-28)
- interpret political cartoons (GPS) (5SS_B2008-29)

C - The Civil War

- explain the causes, major events, and consequences of the Civil War (GPS) (5SS_C2008-30)
- locate important places in the United States associated with the Civil War (GPS) (5SS_C2008-31)
- explain the reasons for the spatial patterns of economic activities (GPS) (5SS_C2008-32)
- explain how a citizen's rights are protected under the U.S. Constitution and are related to the Civil War (GPS) (5SS_C2008-33)

D - Reconstruction

- analyze the effects of Reconstruction on American life (GPS) (5SS_D2008-34)
- locate important places in the United States associated with Reconstruction (GPS) (5SS_D2008-35)
- explain how a citizen's rights are protected under the U.S. Constitution and are related to Reconstruction (GPS) (5SS_D2008-36)
- explain the process by which amendments to the U.S. Constitution are made (GPS) (5SS_D2008-37)
- analyze the ways in which the influx of entrepreneurial northern businessmen affected Reconstruction (GPS) (5SS_D2008-38)

E - Turn of the Century

- describe how life changed in America at the turn of the century (GPS) (5SS_E2008-39)
- locate important places in the United States associated with the turn of the century (GPS) (5SS_E2008-40)
- explain the reasons for the spatial patterns of economic activities (GPS) (5SS_E2008-41)
- explain how a citizen's rights are protected under the U.S. Constitution and are related to turn of the century America (GPS) (5SS_E2008-42)
- explain the process by which amendments to the U.S. Constitution are made (GPS) (5SS_E2008-43)
- explain how amendments to the U.S. Constitution have maintained a representative democracy (GPS) (5SS_E2008-44)
- explain the meaning of "e pluribus unum" and the reason it is the motto of the United States (GPS) (5SS_E2008-45)

F - World War I

- describe U.S. involvement in World War I and post-World War I America (GPS) (5SS_F2008-46)
- explain the role the United States played in World War I and how these experiences affected political, economic, military, and lifestyle changes (5SS_F2008-47)

F - World War I (continued)

- define, map, and explain the dispersion of the primary economic activities within the United States since the turn of the century (GPS) (5SS_F2008-48)
- map and explain how the dispersion of global economic activities contributed to the United States emerging from World War I as a world power (GPS) (5SS_F2008-49)

G - The Great Depression

- explain how the Great Depression and New Deal affected the lives of millions of Americans (GPS) (5SS_G2008-50)

H - World War II

- cite reasons for the American entry into World War II in Europe and the Pacific (GPS) (5SS_H2008-51)
- locate important places associated with World War II including Pearl Harbor, the countries involved, and the major battles (GPS) (5SS_H2008-52)

I - The Cold War

- discuss the origins and consequences of the Cold War (GPS) (5SS_I2008-53)
- describe the importance of key people, events, and developments between 1950 and 1975 (GPS) (5SS_I2008-54)

J - America Since 1975

- trace important developments in America since 1975 (GPS) (5SS_J2008-55)

K - Economics and Personal Finance

- analyze the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events (GPS) (5SS_K2008-56)
- describe the functions of the four major institutions in the U.S. economy in each era of United States history (GPS) (5SS_K2008-57)
- describe how consumers and businesses interact in the United States economy across time (GPS) (5SS_K2008-58)
- identify the elements of a personal budget and explain why personal spending and saving decisions are important (GPS) (5SS_K2008-59)

General Music

A - Skills and Techniques/Performance

- sing, alone and with others, a varied repertoire of music (GPS) (5GM_A2011-1)
- perform on instruments, alone and with others, a varied repertoire of music (GPS) (5GM_A2011-2)
- read and notate music (GPS) (5GM_A2011-3)

B - Creative Expression and Communication

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

C - Critical Analysis/Investigation

- listen to, analyze, and describe music (GPS) (5GM_C2011-6)
- evaluate music and music performances (GPS) (5GM_C2011-7)

D - Cultural and Historical Context

- understand relationships between music, the other arts, and disciplines outside the arts (GPS) (5GM_D2011-8)
- understand music in relation to history and culture (GPS) (5GM_D2011-9)
- move, alone and with others, to a varied repertoire of music (GPS) (5GM_D2011-10)

Health

A - First Aid

- explain proper first aid procedures for a variety of emergencies (GPS) (5HE_A2009-1)

B - Safety

- identify threats to personal safety and list local support systems (GPS) (5HE_B2009-2)

C - Personal Care

- explain the role of risk factors and lifestyle choices in the development or prevention of health problems (GPS) (5HE_C2009-3)
- develop strategies and skills used to promote an adequate level of personal hygiene appropriate for the onset of puberty (GPS) (5HE_C2009-4)

D - Disease Prevention

- describe how the healthy body combats disease and illness (GPS) (5HE_D2009-5)

E- Tobacco, Alcohol, and Other Drugs

- discuss and practice refusal skills necessary to resist peer pressure (GPS) (5HE_E2009-6)
- examine the effects and consequences of tobacco, alcohol, and other drug use (GPS) (5HE_E2009-7)
- critique the ways various forms of media portray drug use (GPS) (5HE_E2009-8)
- locate sources of help for individuals with alcohol, tobacco, and other drug-use problems (GPS) (5HE_E2009-9)

F - Nutrition

- interpret and utilize food label information to make healthy choices (GPS) (5HE_F2009-10)

G - Emotional Expression/Mental Health

- identify ways to manage stress and adjust to change (GPS) (5HE_G2009-11)

H - Family Life

- describe the physical, emotional, and social changes that occur during puberty (GPS) (5HE_H2009-12)

I - Applied Anatomy and Physiology

- identify the parts and major functions of the endocrine/immune system (GPS) (5HE_I2009-13)

Physical Education

A - Fitness

- participate in health-enhancing fitness activities (GPS) (5PE_A2009-1)
- demonstrate progress toward meeting health-related fitness standards as defined by research (GPS) (5PE_A2009-2)

B - Motor Skills and Movement Patterns

- design and perform sequences of locomotor and non-locomotor movements (GPS) (5PE_B2009-3)
- create and demonstrate a sequence of balances utilizing counter balance and counter tensions (GPS) (5PE_B2009-4)
- utilize throwing and catching in a small group game (GPS) (5PE_B2009-5)
- design and perform sequences involving rolling and other skills utilizing equipment or apparatus (GPS) (5PE_B2009-6)
- utilize striking, dribbling, and volleying skills in game-like situations (GPS) (5PE_B2009-7)
- utilize striking with implements in a game-like situation (GPS) (5PE_B2009-8)
- design and refine a repeatable routine with a partner or small group using various jumping skills with or without equipment (GPS) (5PE_B2009-9)

C - Movement Concepts and Principles

- identify and use the concepts of spatial awareness as they relate to strategies in game-like situations (GPS) (5PE_C2009-10)
- create complex rhythmic and aerobic activities (GPS) (5PE_C2009-11)

D - Personal and Social Behavior

- demonstrate and identify specific safety practices, rules, procedures, and etiquette for activities (GPS) (5PE_D2009-12)

Visual Arts

A - Meaning and Idea/Creative Thinking

- engage in the creative process to generate and visualize ideas (GPS) (5VA_A2011-1)
- formulate personal responses to visual imagery (GPS) (5VA_A2011-2)
- select and use subject matter, symbols, and/or ideas to communicate meaning (GPS) (5VA_A2011-3)

B - Contextual Understanding

- investigate and discover the personal relationship of the artist to the community, culture, and world through the study and creation of art (GPS) (5VA_B2011-4)
- view, discuss, and critique selected artworks (GPS) (5VA_B2011-5)

C - Production

- create artworks based on personal experience and selected themes (GPS) (5VA_C2011-6)
- explore and apply media, techniques, and processes 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) (5VA_C2011-7)
- explore 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) (5VA_C2011-8)
- plan and participate in appropriate exhibition(s) of artworks (GPS) (5VA_C2011-9)

D - Assessment and Reflection

- explore and discuss art portfolios (GPS) (5VA_D2011-10)
- utilize a variety of approaches to understand and critique works of art (GPS) (5VA_D2011-11)
- explain how selected elements and principles of design are used in an artwork to convey meaning (GPS) (5VA_D2011-12)

E - Connections

- apply information and processes from other disciplines to enhance the understanding and production of artworks (GPS) (5VA_E2011-13)
- develop life skills through the study and production of art (GPS) (5VA_E2011-14)

Modern Languages - Level A

A - Basic Oral and Listening Communication

- use common greetings and expressions (GPS) (EMLA_A2009-1)
- respond to classroom instruction and directions (GPS) (EMLA_A2009-2)
- explore feelings and emotions (GPS) (EMLA_A2009-3)
- explore likes and dislikes (GPS) (EMLA_A2009-4)

B - Vocabulary Development

- recognize and use the alphabet (GPS) (EMLA_B2009-5)
- recognize and count numerals (GPS) (EMLA_B2009-6)
- recognize and name selected colors (GPS) (EMLA_B2009-7)
- recognize and name selected shapes (GPS) (EMLA_B2009-8)
- recognize and name days of the week and months of the year (GPS) (EMLA_B2009-9)
- recognize and name seasons and basic weather vocabulary (GPS) (EMLA_B2009-10)
- recognize and name classroom objects (GPS) (EMLA_B2009-11)
- recognize and name immediate family members (GPS) (EMLA_B2009-12)
- recognize and name selected articles of clothing (GPS) (EMLA_B2009-13)
- recognize and name selected parts of the body (GPS) (EMLA_B2009-14)
- recognize and name rooms in the house (GPS) (EMLA_B2009-15)
- recognize and name selected foods and beverages (GPS) (EMLA_B2009-16)
- recognize and name selected animals (GPS) (EMLA_B2009-17)

C - Culture

- name countries where the target language is spoken (GPS) (EMLA_C2009-18)
- explore holidays and traditional celebrations of the target language cultures (GPS) (EMLA_C2009-19)
- explore significant people from the target language cultures (GPS) (EMLA_C2009-20)

D - Connections, Comparisons, and Communities

- explore connections to student learning in other subject areas (GPS) (EMLA_D2009-21)
- explore and compare basic language features (GPS) (EMLA_D2009-22)
- explore comparisons of the target culture(s) with the students' culture (GPS) (EMLA_D2009-23)
- explore where students can encounter the target language beyond the classroom setting (GPS) (EMLA_D2009-24)

Modern Languages - Level B

A - Basic Communication

- comprehend and respond appropriately to greetings, farewells, and basic social situations (GPS) (EMLB_A2009-1)
- respond to classroom instruction and directions (GPS) (EMLB_A2009-2)
- express feelings and emotions (GPS) (EMLB_A2009-3)
- express likes and dislikes (GPS) (EMLB_A2009-4)
- count, identify and manipulate numbers (GPS) (EMLB_A2009-5)
- integrate alphabet into a variety of activities (GPS) (EMLB_A2009-6)
- recognize, name and sequence days of the week and months of the year (GPS) (EMLB_A2009-7)
- use basic weather vocabulary and organize the months of the year by season (GPS) (EMLB_A2009-8)
- identify and describe immediate and extended family members (GPS) (EMLB_A2009-9)

A - Basic Communication (*continued*)

- identify and use phrases to describe clothing (GPS) (EMLB_A2009-10)
- recognize time by hour, half-hour, quarter-hour, and digital format (GPS) (EMLB_A2009-11)
- identify selected parts of the body (GPS) (EMLB_A2009-12)
- identify and describe classroom objects and their uses (GPS) (EMLB_A2009-13)
- identify rooms of a house and basic furniture (GPS) (EMLB_A2009-14)
- identify, classify, and describe various food and beverages (GPS) (EMLB_A2009-15)
- identify household pets, domestic, farm, and zoo animals (GPS) (EMLB_A2009-16)
- identify means of transportation (GPS) (EMLB_A2009-17)
- identify selected professions and places in the community (GPS) (EMLB_A2009-18)

B - Culture

- locate and name target language countries on a map or globe (GPS) (EMLB_B2009-19)
- identify holidays and traditional celebrations of the target language cultures (GPS) (EMLB_B2009-20)
- explore similarities and differences among a variety of cultures (GPS) (EMLB_B2009-21)
- explore national symbols and features of target language countries (GPS) (EMLB_B2009-22)
- identify significant people from the target language cultures (GPS) (EMLB_B2009-23)

C - Connections, Comparisons, and Communities

- identify connections to student learning in other subject areas (GPS) (EMLB_C2009-24)
- identify and compare basic language features (GPS) (EMLB_C2009-25)
- identify comparisons of the target culture(s) with the students' culture (GPS) (EMLB_C2009-26)
- identify where students can encounter the target language beyond the classroom setting (GPS) (EMLB_C2009-27)

Modern Languages - Level C

A - Basic Communication

- use common courtesy expressions in a variety of social situations (GPS) (EMLC_A2009-1)
- respond to classroom instruction and directions (GPS) (EMLC_A2009-2)
- describe a variety of emotions and feelings (GPS) (EMLC_A2009-3)
- describe likes and dislikes (GPS) (EMLC_A2009-4)
- perform simple math operations (GPS) (EMLC_A2009-5)
- manipulate common sequences such as alphabet, calendar, and seasons (GPS) (EMLC_A2009-6)
- classify and describe vocabulary related to food, clothing, weather, family, animals, home, transportation, and sports (GPS) (EMLC_A2009-7)
- recognize and use time by hour, half-hour, quarter-hour, and digital format (GPS) (EMLC_A2009-8)
- read and comprehend short narratives and passages (GPS) (EMLC_A2009-9)
- construct simple sentences and short narratives (GPS) (EMLC_A2009-10)

B - Culture

- locate and name target language countries on a map or globe (GPS) (EMLC_B2009-11)
- name and describe holidays and traditional celebrations of the target language cultures (GPS) (EMLC_B2009-12)
- compare and contrast similarities and differences among a variety of cultures (GPS) (EMLC_B2009-13)
- describe national symbols and features of target language countries (GPS) (EMLC_B2009-14)
- identify and research an area of interest pertaining to the target language and/or culture (GPS) (EMLC_B2009-15)

ES Modern Languages

C - Connections, Comparisons, and Communities

- identify connections to student learning in other subject areas (GPS) (EMLC_C2009-16)
- identify and compare basic language features (GPS) (EMLC_C2009-17)
- identify comparisons of the target culture(s) with the students' culture (GPS) (EMLC_C2009-18)
- identify where students can encounter the target language beyond the classroom setting (GPS) (EMLC_C2009-19)

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)

6th Grade

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)
- 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)

6th Grade

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) (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)
- 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)
- 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)

6th Grade

A - Ratio and Proportional Relationships (*continued*)

- 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)
- 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)

B - The Number System (continued)

- 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)

6th Grade

C - Expressions and Equations (*continued*)

- 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)

D – Geometry (*continued*)

- 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)
- 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)

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C - Hydrology

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

D - Meteorology

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

E - Geology

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

F - Paleontology

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

G - Ecology

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

Social Studies

A - Map and Globe Skills

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

B - Information and Processing Skills

- compare similarities and differences (GPS) (6SS_B2009-13)
- organize items chronologically (GPS) (6SS_B2009-14)
- identify issues and/or problems and alternative solutions (GPS) (6SS_B2009-15)
- distinguish between fact and opinion (GPS) (6SS_B2009-16)
- identify main idea, detail, sequence of events, and cause and effect in a social studies context (GPS) (6SS_B2009-17)
- identify and use primary and secondary sources (GPS) (6SS_B2009-18)
- interpret timelines (GPS) (6SS_B2009-19)
- identify social studies reference resources to use for a specific purpose (GPS) (6SS_B2009-20)
- construct charts and tables (GPS) (6SS_B2009-21)
- analyze artifacts (GPS) (6SS_B2009-22)
- draw conclusions and make generalizations (GPS) (6SS_B2009-23)
- analyze graphs and diagrams (GPS) (6SS_B2009-24)
- translate dates into centuries, eras, or ages (GPS) (6SS_B2009-25)

B - Information and Processing Skills (*continued*)

- 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)

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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)



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