



# AKS

ACADEMIC KNOWLEDGE AND SKILLS  
GWINNETT COUNTY PUBLIC SCHOOLS

## 1ST GRADE

2014-15 COMPLETE AKS

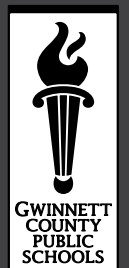
Gwinnett's curriculum for grades K-12 is called the Academic Knowledge and Skills (AKS) and is aligned to the state-adopted Common Core Georgia Performance Standards (CCGPS) in Language Arts and Mathematics for elementary school students. Gwinnett's AKS is a rigorous curriculum that prepares students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

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

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

In this booklet, you will find a complete list of the AKS for 1st grade. We encourage you to talk to your child about what he or she is learning.

**WELCOME TO 1ST GRADE!**





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

The AKS is Gwinnett’s custom, Board-approved curriculum that spells out the essential things students are expected to know and be able to do for each subject at each grade level. Because the AKS details exactly what a student is expected to learn, teachers can tailor the classroom experience to meet individual needs. Gwinnett’s AKS is a rigorous curriculum that sets a strong foundation, building year by year to prepare students for college and 21st century careers in a globally competitive future. The AKS includes all of the state’s standards, including the state-adopted Common Core Georgia Performance Standards (CCGPS) in the areas of Mathematics and Language Arts for elementary students. The Georgia Performance Standards (GPS) are in place in other content areas. The alignment of the AKS with standardized assessments ensures that Gwinnett students are well prepared for these measures of achievement. The AKS curriculum is aligned with state-mandated standards, assuring that students are prepared for state tests in core subjects for grades 3–5, part of the new Georgia Milestones Assessment System (GMAS).

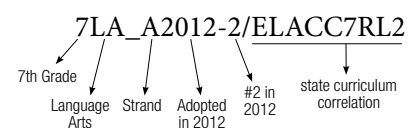
Since its inception in 1996, the AKS has reflected the collective wisdom of thousands of educators and community members who worked together to determine what students need to know and be able to do in order to be successful at the next grade level and in the future. This investment by GCPS’ stakeholders 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 committee, recommendations are submitted to the superintendent for approval by the School Board, with implementation the following school year.

## About Testing in 1st Grade

Gwinnett County Public Schools measures student achievement in a number of ways to ensure students are learning the curriculum. Our assessment program helps teachers monitor students’ academic progress. Assessment data and information pinpoints students’ strengths and weaknesses. This focus allows teachers to plan targeted instruction that promotes each student’s success. All 1st grade students participate in the Cognitive Abilities Test (CogAT) assessment in the fall. CogAT is a series of tests that provide information related to the development of general and specific learning skills of students. These skills are important for learning and problem-solving, both in and out of school. This test gives teachers details on how students learn so that teachers can develop appropriate learning objectives for each child.

## Notes about this Booklet

- Correlations to the following state-required curriculum standards/objectives are indicated for respective Academic Knowledge and Skills: Common Core Georgia Performance Standards (CCGPS) and Georgia Performance Standards (GPS).
- Correlations to the state-required Iowa Tests of Basic Skills (ITBS) are noted for grades 3 and 5.
- 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 book includes the AKS for 1st grade. AKS booklets are available for other grade levels (K–8 and combined grades for high school) and by core academic subject (Language Arts, Mathematics, Science, and Social Studies). In addition, comprehensive books include the AKS for all elementary school grade levels as well as the AKS in middle grades (6–8) and for high school (9–12). These booklets are posted in PDF form on the district website. Go to [www.gwinnett.k12.ga.us](http://www.gwinnett.k12.ga.us). From the pull-down menu on the left, select “I want to... Get a copy of... The AKS.”
- 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 adopted, its number in the year of adoption, and state curriculum correlation.



## Character Education

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

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

## Parent Involvement

Research shows that when parents are involved in their children's education at home, their children do better in school. When parents are involved at school, their children's achievement increases and the schools they attend become even stronger. Be There is a national movement that inspires parents to become more involved in their child's education and their public schools. Teachable moments are everywhere. You can be your child's favorite teacher by connecting in meaningful ways as you go through the ordinary routines of the day... driving in the car, preparing a meal, shopping, or doing chores. Below and in your child's AKS brochure, you will find tips for helping your child have a successful 1st grade experience. Look for more helpful tipsheets and other resources on the school system website and your local school website.



## Suggestions for Helping Your Child Achieve Academically

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

- **Review the AKS** for your child's grade. You also can access the AKS on the system's website— [www.gwinnett.k12.ga.us](http://www.gwinnett.k12.ga.us).
- **Ask to see your child's work.**
- **Support your child** and communicate that his or her academic success is important to you.
- **Read and write with your child often.** Remind students to edit the entire sentence and paragraph when they write and to use complete sentences with appropriate grammar and spelling.
- **Ask children to show their work** in their assignments, making sure they answer the question asked, not just provide information that may or may not be relevant.
- **Participate in parent-teacher conferences.**

## Share these Keys to School Success with Your Child

- ➔ **Be prepared each day.** Have the needed materials and assignments for each class.
- ➔ **Stay organized.** Keep your desk, notebooks, book bag, and home study area neatly arranged.
- ➔ **Use an agenda book or calendar** to keep track of assignments and due dates. Check it every day.
- ➔ **Give your best effort** to both homework and in-class assignments. Complete assignments and turn them in on time.
- ➔ **Review your work** from each class every evening, even if you don't have a homework assignment due the next day.
- ➔ **Study** for every test and quiz.
- ➔ **Ask your teacher questions** if you do not understand a lesson or an assignment.
- ➔ **Get involved** in at least one extracurricular activity.

# Language Arts

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(Reference Code: 1LA)

## 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)
- 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

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(Reference Code: 1MA)

## 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)
- 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 (e.g., by counting on 2 to add 2) (CCGPS) (1MA\_A2012-5/MCC1.OA.5)
- add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ). (CCGPS) (1MA\_A2012-6/MCC1.OA.6)
- model and explain the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. (e.g., which of the following equations are true and which are false?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ ) (CCGPS) (1MA\_A2012-7/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  $8 + ? = 11$ ;  $5 = \quad - 3$ ;  $6 + 6 = \quad$ ) (CCGPS) (1MA\_A2012-9/MCC1.OA.8)

## B - Number and Operations in Base Ten

- count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral (CCGPS) (1MA\_B2012-10/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 based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$  (CCGPS) (1MA\_B2012-16/MCC1.NBT.3)
- add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, 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. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten (CCGPS) (1MA\_B2012-17/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)
- express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps (CCGPS) (1MA\_C2012-23/MCC1.MD.2)
- 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; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another (CCGPS) (1MA\_C2012-25/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)
- partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares (CCGPS) (1MA\_D2012-29/MCC1.G.3)



# Science

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(Reference Code: 1SC)

## 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

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(Reference Code: 1SS)

## 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

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(Reference Code: 1GM)

## **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

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(Reference Code: 1HE)

## A - First Aid

- identify appropriate procedures to follow in reporting emergency situations (GPS) (1HE\_A2009-1)

## 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

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(Reference Code: 1PE)

## 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

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(Reference Code: 1VA)

## **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 (e.g., 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 (e.g., drawing, painting, printmaking, 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 (e.g., 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)

# Modern Languages - Level A

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(Reference Code: 1MLA)

## A - Basic Oral and Listening Communication

- use common greetings and expressions (GPS) (1MLA\_A2009-1)
- respond to classroom instruction and directions (GPS) (1MLA\_A2009-2)
- explore feelings and emotions (GPS) (1MLA\_A2009-3)
- explore likes and dislikes (GPS) (1MLA\_A2009-4)

## B - Vocabulary Development

- recognize and use the alphabet (GPS) (1MLA\_B2009-5)
- recognize and count numerals (GPS) (1MLA\_B2009-6)
- recognize and name selected colors (GPS) (1MLA\_B2009-7)
- recognize and name selected shapes (GPS) (1MLA\_B2009-8)
- recognize and name days of the week and months of the year (GPS) (1MLA\_B2009-9)
- recognize and name seasons and basic weather vocabulary (GPS) (1MLA\_B2009-10)
- recognize and name classroom objects (GPS) (1MLA\_B2009-11)
- recognize and name immediate family members (GPS) (1MLA\_B2009-12)
- recognize and name selected articles of clothing (GPS) (1MLA\_B2009-13)
- recognize and name selected parts of the body (GPS) (1MLA\_B2009-14)
- recognize and name rooms in the house (GPS) (1MLA\_B2009-15)
- recognize and name selected foods and beverages (GPS) (1MLA\_B2009-16)
- recognize and name selected animals (GPS) (1MLA\_B2009-17)

## C - Culture

- name countries where the target language is spoken (GPS) (1MLA\_C2009-18)
- explore holidays and traditional celebrations of the target language cultures (GPS) (1MLA\_C2009-19)
- explore significant people from the target language cultures (GPS) (1MLA\_C2009-20)

## D - Connections, Comparisons, and Communities

- explore connections to student learning in other subject areas (GPS) (1MLA\_D2009-21)
- explore and compare basic language features (GPS) (1MLA\_D2009-22)
- explore comparisons of the target culture(s) with the students' culture (GPS) (1MLA\_D2009-23)
- explore where students can encounter the target language beyond the classroom setting (GPS) (1MLA\_D2009-24)



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