



# AKS

ACADEMIC KNOWLEDGE AND SKILLS  
GWINNETT COUNTY PUBLIC SCHOOLS

## KINDERGARTEN 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 Kindergarten. We encourage you to talk to your child about what he or she is learning.

**WELCOME TO KINDERGARTEN!**





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

The AKS 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).

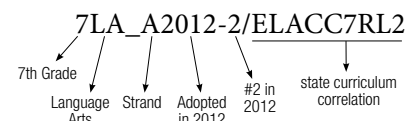
Since its inception in 1996, the AKS has reflected the collective wisdom of thousands of educators and community members who worked together to determine what students need to know and be able to do in order to be successful at the next grade level and in the future. This investment by GCPS’ stakeholders 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 Kindergarten

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

## 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 kindergarten. 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 kindergarten experience. Look for more helpful tipsheets and other resources on the school system website and your local school website.



## Suggestions for Helping Your Child Achieve Academically

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

- **Review the AKS** for your child's grade. You also can access the AKS on the system's website— [www.gwinnett.k12.ga.us](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

---

(Reference Code: KLA)

## A - Reading: Literature

- ask and answer questions about key details in a text, with prompting and support (CCGPS) (KLA\_A2012-1/ELACCKRL1)
- retell familiar stories, including key details, with prompting and support (CCGPS) (KLA\_A2012-2/ELACCKRL2)
- identify characters, settings, and major events in a story, with prompting and support (CCGPS) (KLA\_A2012-3/ELACCKRL3)
- ask and answer questions about unknown words in a text (CCGPS) (KLA\_A2012-4/ELACCKRL4)
- recognize common types of texts (e.g., storybooks, poems) (CCGPS) (KLA\_A2012-5/ELACCKRL5)
- name the author and illustrator of a story and define the role of each in telling the story, with prompting and support (CCGPS) (KLA\_A2012-6/ELACCKRL6)
- describe the relationship between illustrations and the story in which they appear, with prompting and support (e.g., what moment in a story an illustration depicts) (CCGPS) (KLA\_A2012-7/ELACCKRL7)
- compare and contrast the adventures and experiences of characters in familiar stories, with prompting and support (CCGPS) (KLA\_A2012-8/ELACCKRL9)
- engage in group reading activities, including choral speaking and creative drama, with purpose and understanding (CCGPS) (KLA\_A2012-9/ELACCKRL10)

## B - Reading: Informational Text

- ask and answer questions about key details in a text, with prompting and support (CCGPS) (KLA\_B2012-10/ELACCKRI1)
- identify the main topic and retell key details of a text, with prompting and support (CCGPS) (KLA\_B2012-11/ELACCKRI2)
- describe the connection between two individuals, events, ideas, or pieces of information in a text, with prompting and support (CCGPS) (KLA\_B2012-12/ELACCKRI3)
- ask and answer questions about unknown words in a text, with prompting and support (CCGPS) (KLA\_B2012-13/ELACCKRI4)
- identify the front cover, back cover, and title page of a book (CCGPS) (KLA\_B2012-14/ELACCKRI5)
- name the author, title, and illustrator of a text and define the role of each in presenting the ideas or information in a text (CCGPS) (KLA\_B2012-15/ELACCKRI6)
- describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts), with prompting and support (CCGPS) (KLA\_B2012-16/ELACCKRI7)
- identify the reasons an author gives to support points in a text, with prompting and support (CCGPS) (KLA\_B2012-17/ELACCKRI8)
- identify basic similarities in and differences between two texts on the same topic, with prompting and support (e.g., in illustrations, descriptions, or procedures) (CCGPS) (KLA\_B2012-18/ELACCKRI9)
- engage in group reading activities, with purpose and understanding (CCGPS) (KLA\_B2012-19/ELACCKRI10)

## C - Reading: Foundational Skills

- demonstrate understanding of the organization and basic features of print (CCGPS) (KLA\_C2012-20/ELACCKRF1)
- demonstrate understanding of spoken words, syllables, and sounds (phonemes) (CCGPS) (KLA\_C2012-21/ELACCKRF2)
- know and apply grade-level phonics and word analysis skills in decoding words (CCGPS) (KLA\_C2012-22/ELACCKRF3)
- read emergent-reader texts, with purpose and understanding (CCGPS) (KLA\_C2012-23/ELACCKRF4)

### **D - Writing**

- use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...) (CCGPS) (KLA\_D2012-24/ELACCKW1)
- use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic (CCGPS) (KLA\_D2012-25/ELACCKW2)
- use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened (CCGPS) (KLA\_D2012-26/ELACCKW3)
- respond to questions and suggestions from peers and add details to strengthen writing as needed, with guidance and support from adults (CCGPS) (KLA\_D2012-27/ELACCKW5)
- explore a variety of digital tools and print media to produce and publish writing, including in collaboration with peers, with guidance and support from adults (CCGPS) (KLA\_D2012-28/ELACCKW6)
- participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them) (CCGPS) (KLA\_D2012-29/ELACCKW7)
- recall information from experiences or gather information from provided sources to answer a question, with guidance and support from adults (CCGPS) (KLA\_D2012-30/ELACCKW8)

### **E - Speaking and Listening**

- participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups (CCGPS) (KLA\_E2012-31/ELACCKSL1)
- confirm understanding of written texts read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood (CCGPS) (KLA\_E2012-32/ELACCKSL2)
- ask and answer questions in order to seek help, get information, or clarify something that is not understood (CCGPS) (KLA\_E2012-33/ELACCKSL3)
- describe familiar people, places, things, and events and, with prompting and support, provide additional detail (CCGPS) (KLA\_E2012-34/ELACCKSL4)
- add drawings or other visual displays to descriptions as desired to provide additional detail (CCGPS) (KLA\_E2012-35/ELACCKSL5)
- speak audibly and express thoughts, feelings, and ideas clearly (CCGPS) (KLA\_E2012-36/ELACCKSL6)

### **F - Language**

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCGPS) (KLA\_F2012-37/ELACCKL1)
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CCGPS) (KLA\_F2012-38/ELACCKL2)
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content (CCGPS) (KLA\_F2012-39/ELACCKL4)
- explore word relationships and nuances in word meanings, with guidance and support from adults (CCGPS) (KLA\_F2012-40/ELACCKL5)
- use words and phrases acquired through conversations, reading and being read to, and responding to texts (CCGPS) (KLA\_F2012-41/ELACCKL6)

# Mathematics

---

(Reference Code: KMA)

## 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)
- count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects (CCGPS) (KMA\_A2012-8/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)
- solve addition and subtraction word problems, and add and subtract within 10 (e.g., by 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 (e.g., directly compare the heights of two children and describe one child as taller/shorter) (CCGPS) (KMA\_D2012-21/MCCK.MD.2)
- classify objects into given categories; count the numbers of objects in each category and sort the categories by count (limit category counts to be less than or equal to 10) (CCGPS) (KMA\_D2012-22/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 (e.g., “Can you join these two triangles with full sides touching to make a rectangle?”) (CCGPS) (KMA\_E2012-29/MCCK.G.6)



# Science

---

(Reference Code: KSC)

## 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

---

(Reference Code: KSS)

## 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)

**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 WW II veteran, Gulf War veteran, etc.) show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment (GPS) (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) (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) (KSS\_J2008-41)
- describe American culture by explaining diverse community and family celebrations and customs related to Presidents' Day (GPS) (KSS\_J2008-42)
- retell stories that will illustrate positive character traits and explain how people in the stories (such as George Washington, Abraham Lincoln, and the current president) show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment (GPS) (KSS\_J2008-43)

**K - Observing Memorial Day**

- identify the purpose of Memorial Day and describe the people or events celebrated (GPS) (KSS\_K2008-44)
- use words and phrases related to chronology and time to explain how things change in relation to Memorial Day (GPS) (KSS\_K2008-45)
- describe American culture by explaining diverse community and family celebrations and customs related to Memorial Day (GPS) (KSS\_K2008-46)
- retell stories that will illustrate positive character traits and explain how people in the stories (such as deceased veterans) show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment (GPS) (KSS\_K2008-47)

**L - Personal Finance**

- explain that people must make choices because they cannot have everything they want (GPS) (KSS\_L2008-48)

# General Music

---

(Reference Code: KGM)

## **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

---

(Reference Code: KHE)

## A - First Aid

- list who and tell how to obtain help in emergency situations (GPS) (KHE\_A2009-1)

## B - Safety

- recognize safe practices that should be followed in the home, school, and community (GPS) (KHE\_B2009-2)

## C - Personal Care

- recognize and respect basic personal health practices that help maintain health and prevent illness or disease (GPS) (KHE\_C2009-3)

## D - Disease Prevention

- identify health practices that should be followed to help prevent sickness (GPS) (KHE\_D2009-4)

## E - Tobacco, Alcohol, and Other Drugs

- name and apply basic rules for taking medicine (GPS) (KHE\_E2009-5)
- practice safe behaviors with unknown substances or objects (GPS) (KHE\_E2009-6)

## F - Nutrition

- recognize the connection between food and health (GPS) (KHE\_F2009-7)

## G - Emotional Expression/Mental Health

- recognize emotions and appropriate ways to express them (GPS) (KHE\_G2009-8)

## H - Family Life

- identify family members and their roles (GPS) (KHE\_H2009-9)
- discuss different ways children can contribute to and benefit from their family (GPS) (KHE\_H2009-10)

## I - Anatomy

- identify parts of the body and their function (GPS) (KHE\_I2009-11)

# Physical Education

---

(Reference Code: KPE)

## 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

---

(Reference Code: KVA)

## **A - Meaning and Idea/Creative Thinking**

- engage in the creative process to generate and visualize ideas (GPS) (KVA\_A2011-1)
- formulate personal responses to art (GPS) (KVA\_A2011-2)
- select and use subject matter, symbols, and/or ideas to communicate meaning (GPS) (KVA\_A2011-3)

## **B - Contextual Understanding**

- identify artists and offer ideas about what art is and who artists are (GPS) (KVA\_B2011-4)
- view and discuss selected artworks (GPS) (KVA\_B2011-5)

## **C - Production**

- create artworks based on personal experience and selected themes (GPS) (KVA\_C2011-6)
- create artworks which emphasize one or more elements of art (e.g., color, line, shape, form, value, space, and texture) and principles of design (rhythm, balance, repetition, emphasis, proportion, harmony, unity, contrast, and variety) (GPS) (KVA\_C2011-7)
- understand and apply media, techniques, and methods of two-dimensional art processes (e.g., drawing, painting, printmaking, mixed media), using tools and materials in a safe and appropriate manner to develop skills (GPS) (KVA\_C2011-8)
- understand and apply media, techniques, and processes of three-dimensional works of art (e.g., 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)





**Gwinnett County Public Schools**

437 Old Peachtree Road, NW

Suwanee, GA 30024-2978

678-301-6000

*[www.gwinnett.k12.ga.us](http://www.gwinnett.k12.ga.us)*