READING

Engaging students with grade-level text is *central* to ELA/Literacy Instruction.

Students regularly access at or above grade-level texts during direct instruction.
Students closely read and interact with the grade-appropriate text around which instruction is centered.
Students read a variety of nonfiction or informational texts, and fiction or literary texts.
Students acquire and use grade-level vocabulary.

SPEAKING & LISTENING

Students *communicate* about the texts they read with peers and adults.

Students engage in rich and rigorous conversations about texts.
Students use evidence or examples from texts to support their opinions or arguments.
Students demonstrate a command of Standard English grammar when speaking.

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WRITING

Writing occurs as the result of what students *read* and *discuss*.

Students respond to the texts they read through writing.
Students write and use evidence from multiple texts or sources to inform, explain, or make an argument.
Students compose narratives detailing real or imagined experiences.
Students choose topics and compose writing pieces that are appropriate to task, purpose, and audience.
Students demonstrate a command of Standard English grammar when writing in context.

K-12 BALANCED LITERACY INSTRUCTION

The Georgia Standards of Excellence in English Language Arts provide a rigorous set of required proficiencies in reading, writing, listening, speaking, and language. In balanced literacy instruction, reading, speaking, and writing are connected.

The foundation of language or word study is embedded and ongoing in balanced literacy instruction. In grades K-5, students are learning to become fluent and proficient readers and receive explicit instruction in phonics, spelling, and vocabulary. These foundational skills are reinforced and further developed in grades 6-12.

READING FOUNDATIONAL SKILLS

APPLICATION & PROBLEM SOLVING

Students use the concepts and skills that they acquire to:

Solve problems with the use of visuals and explanations.
Solve and analyze performance tasks for deep/rich contextualized problem solving and application of the concepts to new or unique situations.
Apply towards Problem Based Learning where students explore real-world problems and challenges for possible solutions.
Work individually and collaboratively to explain and justify their thinking.

K-12 BALANCED MATHEMATICS INSTRUCTION

Georgia's K-12 Mathematics Standards focus on the acquisition of math skills through conceptual instructional strategies. This results in an understanding of math principles to apply towards critical thinking and problem solving.

Students use manipulatives, software, and technology to investigate and discover math concepts.
Students understand concepts through models, simulations and relevant real world examples.
Students represent the mathematics through drawing pictures, graphics, tables, numbers, and symbols.
Students are given purposeful skills and practice to strengthen computation.
Students engage in conversations and explanatory writing to justify their thinking.
Students become fluent by applying strategies and procedures efficiently and accurately.

MATHEMATICS FOUNDATIONAL SKILLS

MATHEMATICAL PRACTICES

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others.

4. Model with mathematics.

5. Use appropriate tools strategically.

6. Attend to precision.

7. Look for and make use of structure.

8. Look for and express regularity in repeated reasoning.

COBB COUNTY SCHOOL DISTRICT

RAISING QUESTIONS & PLANNING INQUIRIES

Students craft meaningful questions and plan inquiries addressing enduring issues in history, civics, economics, and geography.

Students question the world around them, driving the inquiry process.

Students explore the relationship between individuals and society and investigate important issues and events that are relevant to their lives.

APPLYING DISCIPLINARY TOOLS & THINKING

Students understand what it means to think like a social scientist.

Students exercise historical thinking, civic mindedness, economic decision making, and geospatial reasoning to solve inquiries.

EVALUATING SOURCES & USING EVIDENCE

Students determine the types of sources that will assist in solving their inquiries.

Students gather relevant information from multiple sources using a wide range of perspectives and evaluate for credibility.

Students identify and utilize evidence to formulate answers to their questions.

COMMUNICATING & TAKING ACTION

Students construct arguments, explanations, and/or public presentations that convey ideas to a wide array of appropriate audiences.

Students critique the arguments and explanations of others, paying attention to credibility and relevance.

Students evaluate solutions, select appropriate strategies, and take informed action.

Students promote positive change in their communities to impact real-world decisions.

K-12 BALANCED SOCIAL STUDIES INSTRUCTION

The Georgia Standards of Excellence for Social Studies equip students with the knowledge and skills to understand a rapidly changing world. Social Studies inspires the minds and hearts of young citizens to contribute to their communities as informed problem solvers. Social Studies prepares educated and engaged citizens.

Social Studies is rooted in inquiry that provides an education in history, civics, government, economics, and geography. As students build an understanding of Social Studies, they raise questions, evaluate sources, weigh evidence, and communicate conclusions. Through the inquiry process, students engage in the types of thinking used by historians, geographers, political scientists, and economists. The outcomes of such relevant learning experiences prepare future citizens to communicate and creatively resolve the problems of our world.

SOCIAL STUDIES FOUNDATIONAL SKILLS

ASKING QUESTIONS & DEFINING PROBLEMS

Students make careful observations of scientific phenomena and authentic problems in the local and global community.
Students craft meaningful questions or define problems based upon their observations.
Students develop and use models to aid their thinking about phenomena and problems.

PLANNING & CARRYING OUT SYSTEMATIC INVESTIGATIONS

Students apply scientific inquiry methods to investigate scientific phenomena and collect data.

Students use mathematical and computational thinking to analyze data and information.

CONSTRUCTING EXPLANATIONS & DESIGNING SOLUTIONS

Students construct explanations by engaging in argument from evidence.

Students engineer solutions to practical problems using the engineering design cycle.

Students communicate effectively using multiple methods to reach authentic audiences.

K-12 BALANCED SCIENCE INSTRUCTION

The Georgia Standards of Excellence for Science focus on the systematic study of the physical and natural world. Through questions, observations, experiments, and research, students build understanding as they evaluate and design solutions to problems.

CROSSCUTTING CONCEPTS

Patterns: Students observe patterns in nature that guide organization and prompt questions.

Cause and Effect: Students investigate how causal relationships are central to science.

Scale and Proportion: Students analyze the importance of scale, proportion, and quantity.

Systems: Students define the system(s) under study as a tool for understanding and testing ideas.

Energy and Matter: Students track the transfers of matter and energy within systems under study.

Structure and Function: Students interpret how the structure of an object or organism relates to its function.

Stability and Change: Students evaluate the importance of stability and rates of change in a system.

Science centers on the investigation of our natural and engineered world through careful observation, data collection, and controlled experimentation. Students acquire knowledge of key scientific principles while building systematic inquiry skills such as creating, collecting, and analyzing data. Finally, students demonstrate their understanding by constructing explanations, engaging in argument, and engineering solutions to practical problems.

SCIENTIFIC FOUNDATIONAL SKILLS

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