



Attachment 2: AP 5123.2

Appendix B - Transition Skills

Skills for Transition from Elementary to Middle

Reading/Writing/Literacy

- Apply reading, composition, grammar and vocabulary skills for self-expression, and in response to literature.
- Apply knowledge of literary terms in analysis of different novels and genres of study.
- Apply general reading skills and strategies to fluently read on grade level, to understand word meaning, and to construct meaning from what has been read.
- Apply reading skills and strategies to select, read, and analyze a variety of print and non-print informational text including analyzing text features, organizational patterns of the text, important ideas and messages, purposeful use of language, as well as critically evaluating the text.
- Apply reading skills and strategies to read and analyze a variety of self-selected and assigned print or non-print literary texts including analyzing elements of narrative texts, poetry, and drama that facilitate understanding and interpretation of important ideas and messages, as well as evaluating the author's purposeful use of language or to critically evaluate the text.
- Apply writing strategies and skills that support composition of oral, written, and visual presentations that are narrative, informative, and express an opinion, including the appropriate control of the mechanics of standard English language.
- Apply and demonstrate appropriate listening and speaking skills in a variety of settings and for a variety of purposes.
- Write organized multi-paragraph compositions in logical order with a central idea.
- Use correct punctuation.
- Use correct capitalization.
- Spell roots, suffixes, prefixes and contractions correctly.
- Write legibly in cursive.
- Use a computer as a writing/research tool.

Mathematics

- Implement Standards for Mathematical Practice effortlessly as a habit of mind.
- Read, write and compare whole numbers, decimals and fractions.
- Fluently compute with whole numbers, decimals and fractions.
- Apply knowledge of estimation and rounding of whole numbers, decimals and fractions.
- Use estimation strategies to determine if a solution is reasonable.
- Use computational skills in problem-solving.
- Use algebraic thinking to read and analyze information in graphs or tables.

Skills for Transition from Elementary to Middle (continued)

- Solve problems by writing an equation and graphing the resulting information on a grid.
- Understand the characteristics and relationships among points, lines, line segments, rays, planes, and shapes.
- Measure right, acute and obtuse angles and understand the properties of equilateral, right, scalene and isosceles triangles.
- Construct and measure perimeter of polygons with up to 10 sides, find the area of a rectangle, and compute volume.
- Use measurement tools with accuracy, using metric and U.S. standard units and converting between units within the same system.
- Interpret and compare information from circle, line and bar graphs.
- Problem solving using technology tools, calculators and real-world information.

Science

- Obtain information from different sources to explain phenomena
- Communicate information orally and written formats
- Plan and carry out investigations that use control variables
- Make observations and/or measurements to provide evidence (e.g. rate of erosion, by water, ice, wind and vegetation)
- Make a claim about the merit of a solution to a problem by citing evidence
- Construct explanations based on evidence
- Compare and refine arguments based on an evaluation presented
- Describe, measure, estimate and graph quantities (e.g. area, volume, weight, mass, time)
- Use computational thinking to analyze data and compare alternative design solutions
- Knowledgeable of the Maryland State Science Curriculum Standards to include skills and processes, Earth and Space, Life Science, Chemistry, Physics and Environmental Science.
- Use appropriate tools and equipment to solve real world problems.

Social Studies

- Be knowledgeable of the Native American tribes of the United States.
- Compare and contrast the motivations of the early explorers and the impact they had on Native American culture.
- Understand the history of the 13 colonies.
- Understand the causes of the American Revolution and read historical novels and documents from that period.
- Know the purpose of the Declaration of Independence.
- Know the branches of government.
- Explain the causes, major events and consequences of the Civil War.
- Examines current issues and events using TV news programs, newspapers or the Internet.
- Understand how to construct compelling questions about elementary social studies concepts and ideas (Such as the Development of Community and Early American History).
- Explain why compelling questions are important to others (e.g., peers, adults).

Skills for Transition from Elementary to Middle (continued)

- Identify social studies concepts and ideas associated with a compelling question that are open to different interpretations. (Such as how communities and a nation develop socially and politically)
- Understand how to determine helpful sources to determine point of view (Such as analyzing various types of social studies texts)
- Understand how to take Informed Action as engaged citizens of their communities.
- Use social studies concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.
- Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.
- Use a range of democratic procedures and or processes to make decisions about and act on civic problems in their classrooms and schools.

The Arts

- Familiarity established with the visual arts – drawing, painting, sculpture, crafts and photography from different cultures and time periods.
- Exposure to interdisciplinary connections.
- Know about famous artists, styles and cultures.
- Compare and interpret works of art.
- Knows and can explore music by singing, playing instruments and learning about famous musicians.
- Knows different music styles from various time periods and cultures.
- Knows and listens to and learns the history of various musical styles such as jazz, classical, Caribbean and Latin.
- Classify music by style, genre and time period.
- Knows and has explored and/or performed dances from various cultures and historical time periods.
- Demonstrates movement skills and dance steps.
- Knows skills such as improvisation, pantomime, role-playing, acting and set design.
- Is able to perform all 16 exercises contained in the "Elementary Instrumental Music Exit Proficiencies"
- Demonstrate (through performance assessments) knowledge of all skills and concepts contained in the instrumental music textbook - book 1.
- Can listen to-observe a performance and provide critique with provided and/or created criteria.

Physical Education and Health

- Acquires new skills and strategies, cooperative play, teamwork and sportsmanship.
- Participates in part in activities to increase cardiovascular fitness, strength and flexibility.
- Participates in team sports.
- Learn the major muscle groups and targeted stretches to prepare for physical activity.
- Recognizes that everyone has something to contribute to a group showing maturity and good sportsmanship.

Skills for Transition from Elementary to Middle (continued)

- Learn how good nutrition, sleep, stress management and physical activity contribute to a healthy lifestyle.
- Plan a healthy diet using the five food groups and understand the importance of reading food labels to find information about nutrients, dietary guidelines and recommended serving size.
- Demonstrates ability to make healthy decisions.

Technology

- Know and discuss common uses of technology in daily life and its advantages and disadvantages.
- Apply strategies for identifying and solving routine hardware and software problems.
- Know the names of computer parts and software terms.
- Use a word-processing program the same way a professional writer does: to pre- write, draft, revise and publish work.
- Use the internet responsibly to research and communicate.
- Identify pieces of equipment needed for a basic studio production (Media Production)
- Articulate school information (i.e., pledge, lunch menu, etc.) (Media Production)
- Identify people and personnel needed to create a broadcast
- Practice functioning in at least one production personnel role (camera operator, cue card holder, floor manager, etc.) (Media Production)

Skills for Transition from Middle to High School

Reading/Writing/Literacy

- Read grade level text with fluency, accuracy, and comprehension.
- Compose oral, written, and visual presentations that are narrative, informative, and argument, identify, acquire, and use new vocabulary.
- Use strategies to make meaning before, during, and after reading.
- Read, comprehend, interpret, analyze, and evaluate grade-level appropriate literary and nonfiction texts, poetry, and drama.
- Apply the conventions of Standard English in speaking and writing.
- Apply speaking and listening skills effectively in a variety of situations with different audiences, purposes, and formats.
- Knowledge and application of writing strategies and skills that support composition of oral, written, and visual presentations that are narrative, informative, and argument, including the appropriate control of the mechanics of standard English language.
- Write organized multi-paragraph compositions in logical order with a central idea.
- Use correct punctuation, (for example, when to use a colon and when to use quotation marks).
- Use correct capitalization, (for example, capitalizing the days of the week).
- Spell roots, suffixes, prefixes and contractions correctly.
- Use a computer as a writing/research tool.

Skills for Transition from Middle to High School (continued)

Mathematics

- Implement Standards for Mathematical Practice effortlessly as a habit of mind.
- Knowledge of real number systems, axioms, equations, inequalities, polynomials, exponents, linear equations with coordinate graphing, systems of linear equalities, rational and radical algebraic expressions, radicals or roots, and quadratic equations.
- Knowledge of real number systems, computation, axioms, equations, inequalities, polynomials, exponents, linear equations with coordinate graphing, systems of linear equalities, rational and radical algebraic expressions, radicals or roots, and quadratic equations.
- Problem solving using technology tools, calculators and real-world information.
- Apply knowledge of geometric properties for one, two or three-dimensional figures to describe reason, or solve problems about shape, size, position, or motion of objects.
- Apply knowledge of measurement to identify attributes, units or systems of measurements or apply a variety of techniques, formulas, tools or technology for determining measurements.
- Apply knowledge of statistics to collect, organize, display, analyze or interpret data to make decisions or predictions.
- Apply knowledge of probability to use experimental methods or theoretical reasoning to determine probabilities to make predictions or solve problems about events whose outcomes involve random variation.
- Demonstrate the processes of mathematics by making connections and applying reasoning to solve problems and to communicate their findings.
- Strong critical thinking skills and use of deductive reasoning.

Science

- Evaluate data, hypothesis and/or conclusions in technical texts in light of competing information or accounts
- Communicate information orally and written formats.
- Plan and carry out investigations that use multiple variables.
- Make observations and/or measurements to provide evidence (e.g. rate of erosion, by water, ice, wind and vegetation).
- Make a claim about the merit of a solution to a problem by citing evidence
- Construct explanations based on valid and reliable evidence obtained from sources.
- Using models or representations to construct explanations.
- Develop models to predict and describe phenomena such as changes in particle motion, temperature and energy changes in matter.
- Compare and critique arguments.
- Describe, measure, estimate and graph quantities.
- Use computational thinking to analyze data and compare alternative design solutions.
- Apply skills and processes of scientific inquiry (i.e. observations, predictions, inferences, model design and use, data collection, data analysis, evaluations and conclusions).

Skills for Transition from Middle to High School (continued)

- Knowledgeable of the Maryland State Science Curriculum Standards to include skills and processes, Earth and Space, Life Science, Chemistry, Physics and Environmental Science.
- Use appropriate tools and equipment to solve real world problems.
- Apply scientific concepts and make connections to everyday life and real world situations to include engineering practices.

Social Studies

- Understand cultural regions throughout the world via geography, history, and economics.
- Understand the impact the environment has on the growth of a culture, and the reciprocal effects of culture on its environment.
- Know how to use critical reading, research, and writing skills to investigate history in context.
- Understand the history of our nation from “discovery” through World War II.
- Understand the growth of our nation by looking at the diversity of the people who settled here, the adversity they faced, our coming of age as a nation, and our role in the world today.
- Understand the Constitution and the Bill of Rights, including exploration of Supreme Court cases and Constitutional issues, and the electoral process as these documents relate to the nation’s history past and present.
- Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question in context with Social Studies content ranging from World Cultures and Geography and American History from Revolutionary War to Reconstruction.
- Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the discipline specific sources.
- Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, region- al, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
- Assess individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.
- Apply a range of deliberative and democratic procedures to make decisions and take action in class- rooms and schools, and in out-of-school civic contexts.

World Languages

- Exposure to introductory courses that includes vocabulary, basic grammar, and culture, as well as language structure and strategies for world language acquisition.

Skills for Transition from Middle to High School (continued)

- Exposure to a language with a focus on skills for speaking, reading, writing, and listening, and includes cultural activities.
- Exposure to different cultures for a better understanding of people's traditions and customs around the world.
- Provide opportunities for students to travel to different countries to enhance their language skills and to experience real life cultural interactions.
- Exposure to group composition, rhythmic and melodic dictation, and comparative listening to further enhance the student's ability to make individual and group judgments concerning the value of music.
- Develop musicianship through experiences such as sight reading, analyzing vocal techniques, playing instruments, studying musical scores, music history, and musical theater.
- Understand twentieth century musical genres such as jazz, musical theater, folk, popular, and rock music to make comparisons and/or contrasts to music of different eras.
- Critique performances utilizing established criteria.
- Knowledge of the arts as it relates to other cultures and their influence on America and the world.
- Knowledge of vocabularies, written and oral communication in the arts.
- Is able to perform all 16 exercises contained in the "Middle School Instrumental Music Exit Proficiencies"
- Demonstrate (through performance assessments) knowledge of all skills and concepts contained in the instrumental music textbook - book 2
- Develop musicianship including tone production, breathing, sight-reading skills, balance, blend, intonation, and musicality.
- Develop understanding of musical style, genre, and period through band/orchestra AND solo/small ensemble literature rehearsed and performed.
- Develop critical listening skills and aesthetic judgment by participation in the County Performance Assessment.

Technology

- Explain how technology tools can be used to address the needs of society.
- Evaluate technology's impact on the environment.
- Practice responsible use of technology systems.
- Use safe and secure procedures when working online.
- Access technology tools for learning and performing educational tasks such as presentation, research.
- Use templates to display information.
- Collect, analyze and display data using tools such as calculators, spreadsheets, word processing, power-point and other tools.
- Use multimedia and other tools to express original ideas with print drawings, digital images, existing or original video, sounds and/or personal recordings. Evaluate stages of media literacy (Media Production).
- Practice technical operations of various equipment used in and out of the studio (Media Production)
- Troubleshoot production equipment (Media Production)

Skills for Transition from Middle to High School (continued)

- Set up and break down ENG and EFP productions (Media Production)
- Film school-based events and productions (Media Production)
- Articulate school information (Media Production)
- Practice and evaluate the three stages of production (Media Production).
- Identify basic editing techniques (Media Production).
- Perform personnel responsibilities (Media Production).
- Practice proper framing techniques (Media Production).
- Analyze ethical media (Media Production).
- Use floor manager cues (Media Production).
- Ability to work effectively and respectfully with diverse teams, both as a member and a leader.
- Exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
- Demonstrates ability to present information before an audience.
- Examines how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.