Transition Skills

I. 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.
- 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.
• Understands the history of the 13 colonies.
• Understand the causes of the American Revolution and reads 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).
• 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.
- Learns 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.
- Learns 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)

**I. 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.

Mathematics
• Implement Standards for Mathematical Practice effortlessly as a habit of mind.
• Knowledge of real number system, 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 system, 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).
• 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 their 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 their class- rooms and schools, and in out-of-school civic contexts.

**World Languages**
• Exposure to introductory course that includes vocabulary, basic grammar, and culture, as well as language structure and strategies for world language acquisition.
• 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 traditions and custom around the world.
• Provide opportunities for students to travel different countries to enhance the language skills and to experience real life cultural interactions.
• Allow students to participate in various interdisciplinary projects with students from different countries.
• Develop the necessary language skills and cultural awareness for global competence.

**Physical Education**
• Develop skills to improve strength, endurance, flexibility, coordination, and speed.
• Set individual goals.
• Participate in sports and understand the rules and regulations of each.
• Understand basic forms of team play and strategies.
• Exhibit sportsmanlike behavior at all times.
• Exhibit team skills.

**Health**
• Understand contemporary health issues of our community and world.
• Explore current events to learn about the choices made by individuals and how they impact cultures and societies as a whole.
• Understand practical life skills such as providing basic first aid; planning/preparing healthy meals; and being a wise and informed consumer.
• Know major human body systems from integumentary (skin, hair, nails) to reproductive (and everything in between).
• Learn the purpose of bodily systems and what keeps them functioning at optimal performance.

**The Arts**
• Exposure to and exploration of different media with projects alternating between two- dimensional and three dimensional activities.
• Create works from observation.
- Mastery of elements of art and principles of design.
- Knowledge of artists, art in society, and art history and know how they relate to what the students are discovering on their own, using art as a resource.
- Interpret, compare and contrast works of art; oral and written.
- Value one’s own work and works of others.
- Mastery of techniques and concepts contained in a book 2 of band or string method book (instrumental music students only).
- Exposure to music through a variety of challenging vehicles, including singing, composing, performing, listening, and dancing.
- 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)
- 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).

I. Skills for Transition from High School to College – Profile of a Graduate

THE PGCPS PROMISE

To their fullest potential, a Prince George’s County Public School graduate will demonstrate specific skills in the following categories:

An Effective Communicator and Collaborator:
- Writes effectively and clearly in a variety of personal, social, educational, and career related activities.
- Demonstrates a variety of oral skills—listening, gathering information, persuading and evaluating.
- Discriminates between fact and opinion and recognizes bias in reading and listening situations.
- Provides and receives feedback respectfully.
- Demonstrates 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.

A Successful Problem Solver:
- Collects, organizes, interprets, and analyzes information in order to form personal opinions, support ideas and opinions with relevant information, and make decisions.
- Knows how to use appropriate resources to help make an informed oral or written presentation of ideas.
- Understands the dynamics of change and is able to adapt to change appropriately and responsibly.
• Uses various types of reasoning as appropriate to the situation.
• Sees and analyzes relationships, themes, and patterns.
• Interprets information and draws conclusions based on the best analysis.
• Reflects critically on learning experiences and processes.
• Accesses information efficiently and effectively.
• Manages the flow of information from a wide variety of sources.

**A Responsible Person:**
• Demonstrates basic fundamentals of good health.
• Demonstrates a responsible attitude in decision making.
• Sets long- and short-term goals and takes the steps to achieve them in a reasonable time frame.
• Values hard work and is tenacious about academic excellence.
• Demonstrates a solid work ethic in pursuit of academic excellence.
• Makes appropriate personal economic choices.
• Demonstrates empathy for people of all ages and backgrounds.
• Is a self-directed, independent, life-long, learner.
• Demonstrates honesty and integrity.
• Acts with resilience and persistence when facing challenges.
• Builds and maintains healthy relationships.
• Manages time and projects effectively.

**An Engaged Global and Domestic Citizen:**
• Engages in environmental stewardship.
• Understands civic and moral values and cultural/social differences.
• Demonstrates tolerance and respect for others.
• Values cultural diversity.
• Participates actively in the democratic process.
• Contributes to the local and global community’s well-being.
• Appreciates a wide variety of ideas and multiple perspectives.
• Appreciates the arts.

**PGCPS Core Content Areas of Knowledge**

PGCPS students will develop mastery of core subject areas. To their fullest potential, a PGCPS graduate will demonstrate the ability to:

**English**
• Comprehend and interpret a variety of print, and electronic texts, and other media.
• Analyze and evaluate a variety of texts, including fiction, nonfiction, poetry, and other media.
• Compose in a variety of formats by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.
• Control language by applying Standard English in writing and speaking and making effective language choices.
Communicate orally in a variety of situations, for different audiences and purposes, and in different formats.
Listen effectively in a variety of situations and for a variety of purposes.

**Mathematics**
- Investigate, interpret, and communicate solutions to mathematical and real-world problems using patterns, functions, and algebra.
- Apply probability and statistical methods for representing and interpreting data and communicating results, using technology when needed.
- Solve mathematical and real-world problems using measurement and geometric models and will justify solutions and explain processes used.
- Apply and adapt a variety of appropriate strategies to solve problems.
- Organize and consolidate their mathematical thinking through communication.

**Science**
- Combine processes and scientific knowledge with scientific reasoning and critical thinking to develop their understanding of science.
- Understand connections between the natural and designed world, linking science, technology, mathematics, arts and engineering.
- Understand science in both personal and social perspectives.
- Understand the human aspects of science and the role that science has played in the development of various cultures.

**Social Studies**
- Understand of the historical development and current status of principles, institutions, and processes of political systems.
- Demonstrate an understanding of the history, diversity, and commonality of the peoples of the nation and world, the reality of human interdependence, and the need for global cooperation, through a perspective that is both historical and multicultural.
- Demonstrate an understanding of geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities throughout history.
- Demonstrate an understanding of the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers.
- Examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time.
- Explain how a question reflects an enduring issue in the various fields of within the social studies discipline spanning the content range of US & World History, Government & Politics, Law and Global Issues, Psychology, Sociology, Economics etc.
- Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
• Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
• Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
• Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
• Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
• Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
• Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**Fine Arts**
• Communicate at a basic level in the four art disciplines: dance, music, theatre and the visual arts.
• Communicate proficiently in at least one art form.
• Develop and present basic analyses of works in the fine arts disciplines.
• Be familiar with exemplary works in the fine arts disciplines from a variety of cultures and historical periods.
• Relate various types of art knowledge and skills to human, cultural, and societal competencies.
• For graduates entering a visual or performing arts institution: Demonstrate a high level of technical skill in a specific medium or instrument.

**Physical Education**
• Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
• Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.
• Participate regularly in physical activity.
• Achieve and maintain a health-enhancing level of physical fitness.
• Exhibit responsible personal and social behavior that respects self and others in physical activity settings.
• Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Health**
• Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
• Obtain, interpret and understand basic information and services and use such information and services in ways that are health enhancing.
• Apply interpersonal communication skills to enhance health and avoid or reduce health risks.
• Demonstrate decision-making and goal-setting skills to enhance health.
• Practice health enhancing behaviors, reduce or avoid health risks, and advocate for personal, family, and community health.

Technology
• Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
• Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
• Apply digital tools to gather, evaluate, and use information.
• Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
• Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
• Demonstrate a sound understanding of technology concepts, systems and operations.

World Languages
• Communicate in languages other than English.
• Gain knowledge and understanding of other cultures.
• Connect with other disciplines and acquire information.
• Develop insight into the nature of language and culture.
• Participate in multilingual communities at home and around the world.

School Exclusion Settings

A. Fail Warning Message on Progress Report and Report Card
   SchoolMAX is configured to display the message “Your child is in danger of failing one or more classes” when a grade of E is awarded. However, SchoolMAX will not automatically retain a student unless a Retention Exclusion is set (see next section).

B. Retaining a student in SchoolMAX
   Students are retained at their enrolled school in their current grade level via the School Exclusion feature. The Retained Exclusion will adjust a student’s grade level on his/her next year enrollment (NYE) record a day after the exclusion is entered.

   Please note that School exclusions can only be edited by someone who has the Enrollment Manager Role or the Counselor Role.

   1. Log on to school Max.
2. Make sure the Academic Year is the current year.
3. Go to the Student Module.
4. Click on School Exclusions under Student Information.
5. Enter the Student ID or other search criteria and click on search.
6. Click on the Student’s ID link.
7. Click on the edit exclusion button at the bottom of the page.
8. Set the radio button to YES for Do Not Promote to Nxt Yr Grade in both of the columns and then click on the Save Changes button.
9. Click on the Change link to repeat the steps for the next student that will be retained.
10. To generate a report of retained students be sure you are in the current academic year, click on Reports, then Student Basic Readout, then Student Exclusion Summary/Detail Report. On the parameter page most of the default settings are fine, but you should change the Display Summary/Detail to Both and in the District/School Exclusion(s) field scroll down and select Do Not Promote to Nxt Yr Grade. Then Click the Generate Report button. The report can be exported to CSV or PDF, printed and/or saved.

Note(s):

- The above steps will be posted on line in the SchoolMAX Training Guide section for quick reference.
- The retention flag will be removed after Year End. Processing (YEP/Rollover). After YEP has completed, enrollment changes will be made directly on the enrollment details page for the next school year.

Retention information can be entered on the enrollment details page of a student and will remain there for historical purposes because the enrollment details page is year specific. The enrollment details page is informational only and does not affect any functionality or processes in SchoolMAX.