

160-4-2-. 01 THE QUALITY CORE CURRICULUM AND STUDENT COMPETENCIES.

(1) **PURPOSE.** State law requires that the State Board of Education establish competencies that each student shall master prior to completing public school education and adopt a uniformly sequenced curriculum for grades kindergarten through grade 12 based on these competencies. The state board shall also establish optional competencies that each student shall be provided opportunities to master. Students shall master these competencies as they relate to their program of study.

(2) **DEFINITIONS.**

(a) **Agricultural Education** – the science and art of producing, harvesting, processing and marketing of plants and animals useful to man, as well as the stewardship of environmental and natural resources. Agricultural education prepares and supports individuals for careers or higher education, builds awareness of the food, fiber and natural resource systems and develops individuals for leadership roles in agricultural and environmental sciences.

(b) **Basic skills** - skills or abilities that serve as tools for acquiring and applying other skills and knowledge, such as reading, writing, speaking, viewing, listening, mathematics, and computer technology. These skills are interdependent and shall be included in all academic subjects and disciplines.

(c) **Competencies** - abilities and qualities necessary for students to reach their potential as individuals and citizens.

(d) **Language Arts** - the competencies and basic skills listed in this rule and should also include additional opportunities for study in areas such as drama, language, literature, mass media, nonverbal communication, and speech. Decisions regarding what constitutes standard English, major works, and important writers should be reviewed often, using a variety of sources.

(e) **Fine Arts** - a quality education in one or more of the following areas - dance, music, theater and the visual arts. These programs of study should help students develop creativity, acquire problem-solving, critical and evaluative skills, build skills in production and performance and develop an understanding of history and culture.

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(f) **Foreign Language** - knowledge of the language's sound system, grammar, and vocabulary, and of the culture of native speakers. In order to increase the likelihood of fluency in language, it is desirable to begin instruction in elementary grades. Proficiency in a foreign language only can be obtained through a course sequence that extends beyond two years. Intermediate and advanced foreign language courses should include socio-cultural, aesthetic, and literary content, as well as grammar, linguistics, and phonetics.

(g) **Health Education** - knowledge, skills, and opportunities students need to make decisions that lead to an optimal level of well-being and healthful living.

(h) **Mathematics** - understanding and being able to use mathematical concepts and operations, solve problems, and analyze and draw conclusions.

(i) **Physical Education** - knowledge, understanding, values and experiences in physical activity as they relate to healthful living and quality use of leisure time. Content should include principles for developing and maintaining skilled performance, endurance, strength and flexibility.

(j) **Quality Core Curriculum (QCC)** - a uniformly sequenced core curriculum for grade kindergarten through grade 12 composed of content standards.

(k) **Science** - the study of matter (living and non-living things), the study of change (the nature of things), and the study of energy (the cause of change). Studies in science should include activities that allow students to conduct natural and experimental observations, and demonstrate that technology is a product of scientific inquiry.

(l) **Social Studies** - concepts and methodologies of the disciplines of history, geography, political science, economics and behavioral sciences. Students should study these disciplines as they apply to self, family unit, community, state, region, nation, and the world.

(m) **Technology /Career Preparatory Education** - a sequential program that includes career awareness, exploration and career preparation, and prepares students for work or postsecondary education. At the secondary level, course offerings will be based on community and regional needs with a special emphasis on emerging technology. Students may also participate in work based experiences in a wide range of occupations, as well as leadership and skill development group activities.

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(n) **Technology Integration** – the inclusion of appropriate technology that facilitates, individualizes, enhances, and enriches learning of the Quality Core Curriculum.

(3) **REQUIREMENTS.**

(a) The State Board of Education shall establish a task force broadly representative of educational interests and the concerned public at least once every four years to review the adopted competencies and the Quality Core Curriculum (QCC). After considering the findings and recommendations of the task force, the state board shall make such changes in the student competencies lists and core curriculum as it deems in the best

interest of the state and its citizens, and shall report such proposed changes to local units of administration (LUA's) and the General Assembly for review.

(b) Each LUA shall include the Quality Core Curriculum (QCC) as the basis for its curriculum, although each LUA may expand and enrich this curriculum to the extent it deems necessary and appropriate for its students and communities.

(c) LUA's shall base classroom instruction on the QCC document. By reference, that document is made a part of this rule.

(d) Every student is expected to master the following basic skill competencies prior to completion of the twelfth grade.

1. Reading, writing, speaking, viewing, listening.

(i) In the area of reading, the student is expected to

(I) Decode unknown words automatically and determine word meanings using word recognition skills and/or contextual clues.

(II) Explain the main and subordinate ideas in written work, whether the ideas are directly or indirectly stated.

(III) Interpret written instructions.

(IV) Make valid inferences (make predictions, apply information, draw conclusions, make generalizations) from material.

(V) Use dictionaries, parts of books, electronic technologies and other reference sources to locate information.

(VI) Demonstrate the intent to persuade or mislead in material.

(ii) In the area of writing, the student is expected to

(I) Use standard language patterns and mechanical conventions in spelling, punctuation, grammar and penmanship;

(II) Write business and personal communication;

(III) Write explanations, descriptions, narration, and persuasion;

(IV) Select and organize ideas and information into paragraphs;

(V) Adjust writing for purpose, situation, and audience;

(iii) In the area of listening, viewing and speaking, the student is expected to

(I) Follow oral instructions;

(II) Interpret oral messages;

(III) Evaluate and explain the intentions and messages of media;

(IV) Use standard language patterns;

(V) Convey verbal information clearly;

(VI) Use spoken language to suit a variety of situations;

2. Mathematics

(iv) In the area of mathematics, the student is expected to

(I) Represent and use numbers, and number concepts in a variety of forms (including whole number, fraction, decimal, integer, rational, percent, ratio, proportion, exponential, and scientific notation) and in everyday and mathematical problem situations;

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(II) Make and use measurements and estimates of measurements (including length, capacity, weight, mass, area, perimeter, volume, time, temperature, angle, and indirect measurements) in everyday and problem situations and select and use appropriate units and tools to measure to the required degree of accuracy;

(III) Use mathematical expressions, equations, inequalities, tables, and graphs to represent and interpret situations that involve variable quantities; and apply methods to solve a variety of everyday and mathematical problems;

(IV) Recognize and use geometric shapes, properties, and relationships; and apply geometric concepts and relationships to form and function in the physical world and in problem situations;

(V) Select and use appropriate procedures, tools, and strategies to compute and estimate with various forms of numbers; and use computation and estimation to solve problems and make sure results are reasonable;

(VI) Use language and symbols to communicate mathematical concepts, procedures, and problem-solving processes, and to read, write, listen to, discuss, and represent mathematical ideas.

(VII) Connect ideas and their representations within mathematics and between mathematics and other disciplines, such as science, art, music, social studies, language arts, and business.

(VIII) Collect, organize, present, describe, analyze, and interpret information or data using tables, charts, graphs, and spreadsheets; make inferences, predictions, arguments, and evaluations based on data analysis; and apply statistical measures and techniques to solve problems.

(IX) Use concepts of chance (involving either experimental or theoretical probability, as appropriate) to represent and solve problem situations involving uncertainty;

(X) Use problem-solving approaches to investigate mathematical content; recognize and formulate problems from mathematical and everyday situations;

(XI) Select and use appropriate approaches and tools in solving problems (mental computation, paper-and-pencil techniques, calculator, and computer);

(XII) Develop and apply strategies to solve a wide variety of problems;

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(XIII) Apply the process of mathematical modeling to everyday problem situations;

(XIV) Explore, conjecture, evaluate, and reason logically (using various reasoning processes such as proportional, spatial, or algebraic reasoning) to reach a valid and supportable conclusion and judge whether results are reasonable;

3. Computer Technology and Technology Integration.

(i) In the area of computer technology, the student is expected to

(I) Demonstrate the essential knowledge and skills necessary to use technology effectively;

(II) Demonstrate personal productivity in uses of technology to organize, display, and present ideas and information and in uses of appropriate software for self-instruction;

(III) Demonstrate technology skills for sharing ideas and information within and beyond the classroom;

(IV) Demonstrate appropriate and ethical behavior in regards to information and information technology;

(V) Demonstrate uses of technology to collect, retrieve, and apply information from a variety of sources;

(VI) Demonstrate uses of technology to solve problems and make decisions.

(e) Just as the basic skills described above are taught and reinforced in all subject areas, the academic subjects listed as follows are interrelated and overlapping. The academic subjects are separated for convenience.

1. English language arts.

(i) In the area of English language, the student is expected to

(I) Explain how the English language has developed and changed;

(II) Demonstrate understanding that English has many dialects;

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- (III) Recognize that language is a powerful tool for thinking and learning;
- (IV) Use English properly, according to grammatical systems and patterns of usage;
- (V) Recognize how content (topic, purpose, audience) influences the structure and use of language;

(VI) Develop and expand vocabulary.

(ii) In the area of literature, the student is expected to

- (I) Select and read various forms of literature (prose, short stories, poetry, drama);
- (II) Demonstrate critical thinking skills by interpreting, analyzing and forming judgments regarding various forms of literature;

(III) Demonstrate awareness of major classical and contemporary works of literature;

(IV) Demonstrate knowledge of writers representing diverse cultures.

(iii) In the area of communication skills, the student is expected to

- (I) Take notes on important points in lectures and discussions;
- (II) Prepare original creative writings;
- (III) Speak before a variety of audiences.

(IV) Locate and use resources to prepare research papers, essays, and reports.

2. Science.

(i) In the area of science, the student is expected to

(I) Use critical thinking and process skills in effective decision-making as outlined in the scientific method of problem-solving.

(II) Demonstrate appropriate use of reference sources to access, analyze, evaluate, and present information related to research problems.

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(III) Demonstrate a basic understanding of the geological and atmospheric processes that create our natural environment.

(IV) Demonstrate an understanding of the composition of the universe and the relationship among celestial objects.

(V) Demonstrate an understanding that matter is composed of solids, liquids and gases of a definite structure and that these physical states are composed of atoms and molecules that combine according to established principles.

(VI) Demonstrate a basic understanding of energy, its various forms, its nature, its sources, its limits and its uses.

(VII) Understand that machines extend the physical capacity of human beings to do work and make measurements.

(VIII) Demonstrate knowledge of the structure, function, and processes of cells.

(IX) Exhibit a basic scientific understanding of various organisms, the interactions among them, and their own interaction with their environment.

(X) Understand the genetic basis for the transfer of biological characteristics from one generation to the next.

(XI) Understand the need to protect the interdependent relationship between people and the environment.

3. Social studies.

(i) In the area of social studies, the student is expected to demonstrate skills in the following areas

(I) Time and Chronology: Demonstrate an understanding of the role that the past plays in shaping the present, and the role the present plays in shaping the future.

(VIII) Place and Location: Investigate places on the earth and the interaction between those places and the people who live in them.

(IX) Cultural Understanding: Demonstrate a knowledge of shared and unique cultural characteristics that encourage cooperation among people of the world.

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(X) Civic Competence: Demonstrate an understanding of and appreciation for democratic values, institutions and ways of life in the United States and how this country compares to other nations.

(XI) Economic Issues: Identify how people organize for the production, distribution and consumption of goods and services in the free enterprise system, and compare this process to other economic systems.

(XII) International Connections: Describe from multiple perspectives the increasingly interdependent process of change and the nature of prevailing world conditions and emerging global trends.

(XIII) Behavioral Sciences: Exhibit knowledge of individual development and identity, as well as knowledge of how individuals, groups and institutions interact.

(XIV) Technology and Society: Analyze and evaluate the impact of technology on society.

(XV) Social Science Skills: Select and apply social science skills including: integrated use of technology, problem-solving and decision-making, chronological relationships, social participation, and maps and globes.

4. Health education.

(i) In the area of health education, the student is expected to

(I) Comprehend concepts related to health promotion and disease prevention;

(II) Demonstrate the ability to access valid health information and health-promoting products and services;

(III) Demonstrate the ability to practice health-enhancing behaviors and reduce health risks;

(IV) Analyze the influence of culture, media, technology, and other factors on health;

(V) Demonstrate the ability to use interpersonal communication skills to enhance health;

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(VI) Demonstrate the ability to use goal-setting and decision-making skills to enhance health;

(VII) Demonstrate the ability to advocate for personal, family, and community health;

(VIII) Make health-enhancing decisions that are based on accurate health information and that will positively affect lifestyle choices throughout a lifetime.

5. Physical education.

(i) In the area of physical education, the student is expected to

(I) Select and participate regularly in physical activities designed to enhance lifelong physical fitness and skilled performance.

(II) Perform at a satisfactory level the skills necessary to engage in a variety of physical activities;

(III) Value physical activity and its contribution to a healthy lifestyle.

(f) The LUA shall provide opportunities at the discretion of the student and his/her parents/guardians for the student to master these competencies.

1. Technology/Career Preparatory Education.

(i) In the area of technology/career preparatory education, the student is expected to

(I) Demonstrate knowledge of the free enterprise system and the role of various career fields in the economic system;

(II) Make tentative career decisions based upon interests and abilities and formulate post high school plans for reaching career goals;

(III) Demonstrate understanding and proper use of safety procedures, tools, materials, processes, and performance requirements in chosen career areas;

(IV) Apply critical-thinking, problem-solving and team-building skills;

(V) Read technical information with comprehension and demonstrate effective writing skills;

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(VI) Demonstrate the ability to orally present ideas, thoughts, and messages to listeners in a clear, concise, courteous manner;

(VII) Demonstrate the ability to perform and apply numerical concepts to chosen career areas;

(VIII) Demonstrate skills needed to obtain and keep a job and to adapt to changing technologies;

(IX) Demonstrate leadership, citizenship, and ethics necessary in the business and work environment.

2. Fine arts.

(i) In the area of fine arts, the student is expected to

(I) Respond to the fine arts through critical analysis and aesthetic understanding;

(II) Demonstrate skills and knowledge for creating, producing and performing in one or more of the fine arts;

(III) Acquire knowledge of the fine arts in relation to history and different cultures;

(IV) Identify and expand connections within the fine arts and between fine arts and other disciplines.

3. Foreign language.

(i) In the area of foreign language, the student is expected to

(I) Speak the foreign language effectively in a variety of circumstances, including business and social settings.

(II) Read the foreign language with comprehension and write effectively.

(III) Comprehend both oral and written forms of communication.

(IV) Show sensitivity to other cultures and recognize similarities and differences among cultures.

(V) Make comparisons between the native culture and other cultures.

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(VI) Use a variety of resources and technology, including CD-ROM, Internet, software, foreign language laboratories, satellite downlinks and videos, to practice speaking, reading, and writing and to gather, synthesize, and disseminate information.

(VII) Develop a global perspective to understand how U.S. citizens connect to the world and world events.

(VIII) Recognize career opportunities available to those competent in a foreign language and realize that further language study is necessary to attain career goals.

4. Agricultural Education.

(i) In the area of agricultural education, the student is expected to

(I) Analyze the economic and environmental importance of the food and fiber system to every citizen.

(II) Demonstrate an understanding of the application of biological and physical science principles to practices in the agricultural industry.

(III) Apply critical thinking and process skills in the management of agricultural and natural resources.

(IV) Explain the interrelationship of agriculture and the environment and the need to be good stewards of the environment and agricultural and natural resources.

(V) Demonstrate skills necessary to obtain and keep a job.

(VI) Develop tentative plans for a career, higher education and lifelong learning.

(VII) Demonstrate leadership and citizenship skills necessary for roles as leaders in the agricultural industry.

Authority O.C.G.A. § 20-2-140; 20-2-141.

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