

A Message from the Superintendent

Dear Parents,

It is with great enthusiasm that I begin another academic year as Superintendent of Franklin County Schools. Franklin County students have certainly risen to the challenges of the North Carolina Student Accountability Standards as well as the challenges of the No Child Left Behind federal legislation of 2002. The mandates of both state and federal legislation include stronger accountability for results, expanded flexibility and control, expectation of increased parent involvement, and emphasis on research-based methods, especially in reading. We, as a district, agree with the intent of the legislation; however, we must work **together** to have the desired results for all our children.

This document provides major objectives of the core curriculum as well as an overview of other curricula areas. A list of local and state testing requirements specific for this grade level are also included. Each section provides you the type of information your child will be responsible for mastering at grade level in order to meet local and state requirements. Under the No Child Left Behind Legislation, science will be tested beginning with the 2007-2008 school year. Also, there is a brief overview of the Academically/Intellectually Gifted/High Achievers program for your information.

Believing that we can teach **all** children and that **all** children can learn is the impetus for continuous improvement. The goals of the district continue to include every child reading proficiently by grade 3, closing achievement gaps at all grade levels, and having a safe, orderly environment for your child to learn. The elementary focus for the 2006-2007 school year includes: guided reading, investigative math and empowering writers.

You are an important part of your child's total school program. All children have a fundamental right to reach proficiency in all areas. And we, as educators, have an obligation to guarantee that this happens for every student in Franklin County Schools. It is up to us, as a team, to look at all children as "children of promise" and believe that school improvement is inevitable and the success of every student is foreseeable. We need for each of you to make it a top priority to stay involved in your child's education, set high expectations for academic achievement, and monitor his/her progress closely throughout this school year. I challenge each of you to partner with us to have all children *engaged learners* and therefore, leave no child behind in the educational process. ***Alone we can do so little; together we can do so much.***

Sincerely,

Dr. Bert L'Homme
Superintendent

English Language Arts (revised 2004)

- Develop phonemic awareness and demonstrate knowledge of alphabetic principle
- Demonstrate decoding and word recognition strategies and skills
- Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors
- Self monitor decoding by using one or two decoding strategies (beginning letters, rimes, length of word, ending letters)
- Increase vocabulary, concepts, and reading stamina by reading self selected texts independently for 15 minutes daily
- Read aloud independently with fluency and comprehension any text that is appropriately designed for emergent readers
- Demonstrate familiarity with a variety of texts
- Read and comprehend both fiction and nonfiction texts
- Use vocabulary and prior knowledge to connect to new texts
- Predict and explain what will happen next in stories
- Respond and elaborate on what, when, where, how, why and what if questions
- Read and understand simple written instructions
- Discuss authors'/speakers' use of different kinds of sentences to communicate a message and compare author's use of conventions
- Select and use new vocabulary and language structures in both speech and writing contexts
- Extend skills in using oral and written language: clarify purposes for engaging communication, paraphrase meaning, engage in more oral discussions, and produce written products
- Write and/or participate in writing by using an author's model of language and extending the model (different ending for a story, composing an innovation poem)
- Compose a variety of products (stories, journal entries, letters, response logs, poems, retellings, etc)
- Use phonic knowledge and patterns to spell
- Apply phonics to write independently
- Write all upper and lower case letters correctly
- Use complete sentences to write simple texts
- Use basic capitalization and punctuation
- Self-monitor (rereading and peer conferences)
- Use legible manuscript handwriting

**"Working together
each achieves
more."**

Mathematics (revised 2003)

Major Concepts/Skills

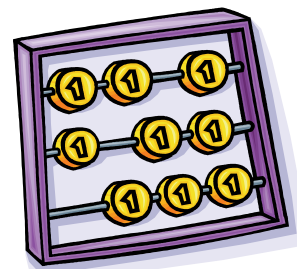
- Number sense 0-99
- Single digit addition and subtraction
- Time
- Non-standard measurement
- Collect and display data
- Create and extend patterns
- Solve problems involving applications of time.
- Identify, describe, draw, and build basic geometric figures (parallelograms, squares, trapezoids, hexagons, cylinders, cones, rectangular prisms)
- Sort and classify objects by attributes;
- Use Venn diagrams to create and extend patterns
- Collect, display data using line plots and tallies

Concepts/Skills to Maintain

- Basic geometric shapes
- Sort and classify

Goals

- Read, write, and model whole numbers through 99 and compute with whole numbers (compare, order, estimate, use groupings ... create, model and solve problems)
- Use non-standard units of measure and tell time (estimate size, develop understanding of time,



Science (revised 2004)

- Investigate the needs of a variety of different plants and animals
 - Observe the ways in which humans are similar to other organisms
 - Identify local environments that support the needs of common North Carolina plants and animals
 - Discuss the wide variety of living things on Earth
 - Make observations and use student-made rules to build an understanding of solid earth materials
 - Describe and sort a variety of earth materials based on their properties
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- Make observations and conduct investigations to build an understanding of the properties and relationship of objects
 - Describe the differences in the properties of solids and liquids
 - Investigate several ways in which objects can be described, sorted or classified
 - Make observations and conduct investigations to build an understanding of balance, motion, and weighing of objects
 - Describe different ways in which objects can be moved
 - Observe that movement of an object can be affected by pushing or pulling

Social Studies (revised 2003)

- Analyze how individuals, families, and groups are similar and different
- Identify and exhibit qualities of good citizenship in the classroom, school, and other social environments
- Recognize and understand the concept of change in various settings
- Explain different celebrated holidays and special days in communities
- Express geographic concepts in real life situations
- Apply basic economic concepts to home, school, and the community
- Recognize how technology is used at home,

school, and in the community



**Every student valued;
every student
challenged; every
student an engaged
learner and every
student successful" ..
in Franklin County
Schools**

Computer/Technology Skills (revised 2003)

- Understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.
 - Use technology at home and school
 - Demonstrate knowledge and skills in the use of computer and other technologies.
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- Identify and use fundamental computer terms and basic word processing terms
 - Identify, discuss, and use word processing as a tool to enter numbers, words, and phrases.
 - Identify and discuss multimedia terms/concepts (e.g., slide/card, link/button, text box, navigate, transition) as a class/group activity.

Integrated Curriculums

Healthful Living

Healthful living is a combination of health education and physical education. The two courses promote behaviors that will contribute to a healthy lifestyle and an improved quality of life for all students. Objectives include: preparatory (health risks for age group); stress management; protecting self/others; relationships; nutrition/weight management; substance abuse; personal fitness; healthful lifestyles; appreciation for diversity; social wellness; movement forms; fitness and sport literacy.

The Arts

Arts education is a collective term that denotes learning and instruction in four separately distinctive subject areas: dance; music; theatre arts; and visual arts. There is a strong emphasis on communicating, reading, writing and, where plausible, math throughout each arts curriculum. Integration of learning both among the four arts areas and among other subject areas is stressed.

Character Education

The character traits are to be taught in existing curricula and not in isolation, using grade level or department creative strategies with parental and community support. The character traits are: respect; responsibility; perseverance; kindness; self-discipline; tolerance; integrity; courage; and good judgment.

Local Assessment Requirements

- ◇ End of Year Reading Levels– Non-Reading First Schools
- ◇ Nine-Week Mock Writing Assessments

State Assessment Requirements

- ◇ First Grade Math Assessments
- ◇ First Grade Literacy Assessment
- ◇ Iowa Test of Basic Skills-Reading First Schools
- ◇ Texas Primary Reading Inventory– Reading First Schools

AIG/High Achievers

The purpose of the Academically/Intellectually Gifted and High Achiever program in Franklin County Schools is to provide students with a broad base of experiences from which to select future alternatives. The program works toward giving students opportunities for interacting, exploring ideas, and expressing themselves as learners and producers. Academically able learners are found in all ethnic, geographic, and socioeconomic groups. Our services are flexible and offer an array of program options. We encourage you, as the parent, to inquire about the Academically/Intellectually Gifted and High Achiever program at your child's school if you feel your child will meet the criteria. Just as important, if your child is participating in the Academically/Intellectually Gifted program, we hope you will continue to support the development of his/her potential to the highest possible level throughout each grade level and into high school.

Informational websites:

www.ncpublicschools.org/nclb

www.ncpublicschools.org

www.fcschools.net

www.learnnc.org

Mrs. Dianne M. Carter, Director of Elementary Education