

## 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)

- Apply phonics and structural analysis to decode word (roots, suffixes, prefixes, syllable breaks)
- Integrate prior experiences and all sources of information in the text
- Increase sight vocabulary, reading vocabulary and writing vocabulary
- Use word reference materials (dictionary, glossary) and read independently each day from self-selected materials
- Use metacognitive strategies to comprehend text (reread, read ahead, paraphrase, etc)
- Interact with text before, during and after reading (purpose, predict, story structure, etc)
- Read a variety of texts (fiction, nonfiction, poetry and drama)
- Identify and interpret elements of fiction and nonfiction by determining: author's purpose, plot, conflict, sequence, resolution, main idea, supporting details, cause and effect, fact and opinion, point of view, figurative language)
- Draw conclusions, make generalizations, and summarize the main idea from written or spoken text
- Respond to fiction, nonfiction, poetry, and drama using interpretive, critical and evaluative processes
- Identify/discuss similarities/differences in events
- Compare/contrast printed/visual information
- Use oral and written language to present information in a sequenced, logical manner
- Share written and oral products in many ways
- Compose a draft conveying major ideas and maintains focus on the topic
- Compose a variety of selections (poems, narratives, short reports, logs, letters, etc)
- Explore technology as a tool to create written products
- Use correct capitalization and punctuation
- Use correct subject/verb agreement
- Demonstrate understanding of variety of sentences (declarative, imperative, interrogative and exclamatory)
- Compose two or more paragraphs with: topic sentence, supporting details, logical sequence, and sufficient elaboration
- Proofread and edit compositions and create readable documents with legible handwriting

**“Working together  
each achieves  
more.”**

### Mathematics (revised 2003)

#### Major Concepts/Skills

- Number sense 0-9,999
- Multiplication and division
- Non-negative rational numbers
- Capacity and mass
- Coordinate grids
- Circle graphs
- Permutations and combinations
- Growing patterns
- Variables
- Relevant and authentic problems using appropriate technology

#### Concepts/Skills to Maintain

- Addition and subtraction of multi-digit numbers

- Length and time
- Symmetry and congruence
- Line plots, tallies, pictographs
- Venn diagrams

#### Goals

- Model, identify, and compute with whole numbers through 9,999
- Recognize and use standard units of metric and customary measurement
- Recognize and use basic geometric properties of two- and three dimensional figures
- Understand and use data and simple probability concepts
- Recognize, determine, and represent patterns and simple mathematical relationships

### Science (revised 2004)

- Conduct investigations and build an understanding of plant growth and adaptations
- Observe and measure how the quantities of qualities of nutrients, light, and water in the environment affect plant growth
- Conduct investigations to build understanding of soil properties
- Observe and describe the properties of soil:
  - \*Color
  - \*Texture
  - \*Capacity to hold water
- Make observations and use appropriate technology to build an understanding of the earth/moon/sun system
- Conduct investigations and use appropriate

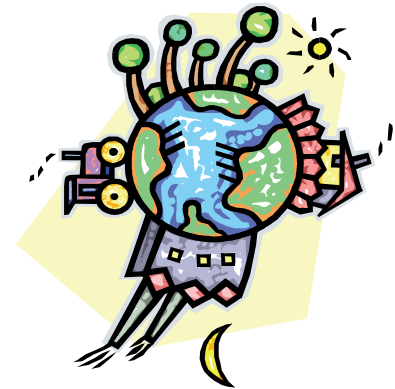
technology to build an understanding of the form and function of the skeletal and muscle systems of the human body



### Social Studies (revised 2003)

- Characterize qualities of good citizenship by identifying people who made a difference in the community and other social environments
- Analyze the multiple roles that individuals perform in families,, workplaces, and communities
- Examine how individuals can initiate change in families, neighborhoods, and communities
- Explain geographic concepts and the relationship between people and geography in real life situations
- Apply basic economic principles to the study of communities
- Recognize how technology is used at home, school, and in the community

- Analyze the role of real and fictional heroes in shaping the culture of communities by identifying the deeds of local and global leaders.



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

### Computer/Technology Skills (revised 2003)

- Understand important issues of a technology-based society
- Exhibit ethical behavior in the use of computer and other technologies.
- Have awareness of Copyright Law
- Explore information technologies
- Build word processing techniques (including proper keyboarding techniques)

- Retrieve and edit a word processed document
- Identify technology tools used to collect, analyze and display data
- Identify parts of a spreadsheet and use spreadsheet to enter and graph data
- Create a non-linear multi-media project as a group/class 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 Testing Requirements

- ◇ Fall/Spring Benchmark tests in Reading and Math
- ◇ Nine-Week Mock Writing Assessments

#### State Assessment Requirements

- ◇ North Carolina Grade 3 Pretests
  - ◇ North Carolina End of Grade Reading test
  - ◇ North Carolina End of Grade Math test
  - ◇ Iowa Test of Basic Skills-Reading First Schools
  - ◇ Texas Primary Reading Inventory– Reading First Schools
- Gateway 1 of Student Accountability Standards  
effective since 2000-2001*

#### 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](http://www.ncpublicschools.org/nclb)  
[www.ncpublicschools.org](http://www.ncpublicschools.org)  
[www.fcschools.net](http://www.fcschools.net)  
[www.learnnc.org](http://www.learnnc.org)

*Mrs. Dianne M. Carter, Director of Elementary Education*