

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)

- Use word identification strategies appropriately (graphophonic, syntactic, semantic)
- Infer word meanings from taught roots, prefixes, and suffixes
- Increase reading and writing vocabulary through: wide reading, word study, writing process elements, writing as a tool for learning, etc.
- Use word reference materials (glossary, dictionary, thesaurus) to identify and comprehend
- Use metacognitive strategies to comprehend and interact with text before, during and after reading: setting purpose, making predictions, formulating questions, etc)
- Read a variety of texts
- Identify and interpret elements of fiction and nonfiction: plot, theme, main idea and supporting details, and author's choice of words, etc.
- Make inferences, draw conclusions, make generalizations, and support by referencing text
- Listen actively by: asking questions, paraphrasing, interpreting speaker's purposes, etc.
- Respond to fiction, nonfiction, poetry and drama using interpretive, critical and evaluative processes
- Analyze characters, events, and plots
- Conduct research for assigned projects, etc
- Use oral and written language to present information, discuss, interview, and solve problems, etc.
- Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details
- Focus revision on a specific element such as: word choice, sequence, transitional words, sentence patterns and produce work that follows the conventions of particular genres
- Use correct capitalization and punctuation
- Demonstrate understanding of pronouns, subject/verb agreement, verb tense and subject consistency
- Elaborate information and ideas in writing and speaking by using simple and compound sentences, adverbs, prepositions, conjunctions, etc.
- Compose multiple paragraphs with: topic sentences, specific, relevant details, logical progression, coherence, elaboration and concluding statement related to the topic
- Proofread, establish criteria for editing and demonstrate evidence of language cohesion

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

Mathematics (revised 2003)

Major Concepts/Skills

- Number sense 0.01-99,999
- Multiplication and division of multi-digit numbers
- Perimeter and area
- Transformations
- Line graphs
- Median, mode, and range
- Variables in number sentences
- Proportional reasoning
- Relevant and authentic problems using appropriate technology

Concepts/Skills to Maintain

- Whole number computation
- Non-negative rational numbers

- Length, time, capacity, and mass
- Symmetry and congruence
- Coordinate grids
- Circle graphs
- Permutations and combinations

Goals

- Read, write, model, and compute with non-negative rational numbers
- Understand and use perimeter and area
- Recognize and use geometric properties and relationships
- Understand and use graphs, probability, and data analysis
- Demonstrate an understanding of mathematical relationships

Science (revised 2004)

- Make observations and conduct investigations to build an understanding of animal behavior and adaptation
- Observe and describe how all living and nonliving things affect the life of a particular animal including:
 - *other animals
 - *weather
 - *plants
 - *climate
- Conduct investigations and use appropriate technology to build an understanding of the composition and uses of rocks and minerals
- Describe and evaluate the properties of several minerals
- Make observations and conduct investigations to build an understanding of magnetism and electricity
- Observe and investigate the pull of magnets on all materials made of iron and the pushes or pulls on other magnets
- Conduct investigations and use appropriate technology to build an understanding of the skeletal and muscle systems of the human body
- Explain why organisms require energy to live and grow
- Show how calories can be used to compare the chemical energy of different foods
- Discuss how foods provide both energy and nutrients for living organisms
- Identify starches and sugars as carbohydrates

Social Studies (revised 2003)

- Apply the five themes of geography to North Carolina and its people
- Examine the importance of the role of ethnic groups and examine the multiple roles they have played in the development of North Carolina
- Trace the history of colonization in North Carolina and evaluate its significance for diverse people's ideas
- Analyze social and political institutions in North Carolina such as government, education, religion, and family and how they structure society, influence behavior, and response to human needs
- Examine the impact of various cultural groups on North Carolina
- Evaluate how North Carolinians apply basic economic principles within the community, state, and nation
- Recognize how technology influences change within North Carolina



Computer/Technology Skills Focus Areas (revised on 2003)

- Use databases (create, enter data, use to locate information)
- Use spreadsheets (enter data, make predictions, graph)
- Locate and evaluate information on the Internet
- Create, format, save and print a document using correct keyboarding techniques
- Edit a word processing document to make corrections
- Create a multimedia project and cite sources of copyrighted material
- Identify violations of Copyright Law



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

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 End of Grade Reading test
- ◇ North Carolina End of Grade Math test
- ◇ North Carolina Writing Assessment

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