



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)

- Expand and refine vocabulary through knowledge of prefixes, suffixes, roots, derivatives etc
- Increase reading and writing vocabulary through wide reading, content area study, writing process elements, writing as a tool, discussions, etc
- Use word reference materials (e.g., dictionary, glossary, thesaurus, on-line reference tools)
- Use metacognitive strategies independently (skim, scan, reread the text, paraphrase, etc)
- Interact with the text before, during and after reading (making predictions, formulating questions, supporting answers, etc)
- Read a variety of texts and identify elements (plot development, author's choice of words, effectiveness of figurative language)
- Analyze choice of reading materials congruent with purposes
- Explain and evaluate relationships that are: causal, hierarchical, temporal, problem-solution)
- Listen critically, making inferences/conclusions
- Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes (analyzing word choice, character's action, alternative perspectives, etc)
- Integrate main idea and supporting details from multiple sources to expand understanding
- Make informed judgments about bias, propaganda, stereotyping, and media techniques
- Use oral and written language to formulate hypotheses, evaluate information and ideas; present and support arguments, influence others
- Compose a draft that elaborates on major ideas and adheres to topic; focus revision on target elements (word choice, clarity, complex sentences, developing a lead, character, mood)
- Produce work that follows the conventions of particular genres (clarification, essay, letters)
- Use technology as a tool to enhance a product
- Consistently use correct capitalization and punctuation
- Elaborate information and ideas in speaking and writing by prepositional phrases, transitions, coordinating and/or subordinating conjunctions
- Proofread for accuracy, edit final product for grammar, language conventions, and format
- Create readable documents-legible handwriting

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

Mathematics ((revised 2003)

Major Concepts/Skills

- Number sense 0.001-999,999
- Addition and subtraction of non-negative rational numbers
- Properties of plane figures bar graphs and stem-and-leaf plots
- Rates of change
- Simple equations and inequalities
- Relevant and authentic problems using appropriate technology
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Concepts/Skills to Maintain

- Whole number computation
- Transformations
- Perimeter and area
- Coordinate grids

- Line graphs
- Median, mode, and range
- Goals
- Understand and compute with non-negative rational numbers
- Recognize and use standard units of metric and customary measurement
- Understand and use properties and relationships of plane figures
- Understand and use graphs and data analysis
- Demonstrate an understanding of patterns, relationships, and elementary algebraic representation

Science (revised 2004)

- Conduct investigations to build an understanding to the interdependence of plants and animals
- Describe and compare several common ecosystems (communities of organisms and their interaction with the environment)
- Make observations and conduct investigations to build an understanding of landforms
- Identify and analyze forces that cause change in landforms over time including:
 - * Water and ice
 - * Wind
 - * Gravity
- Conduct investigations and use appropriate technology to build an understanding of

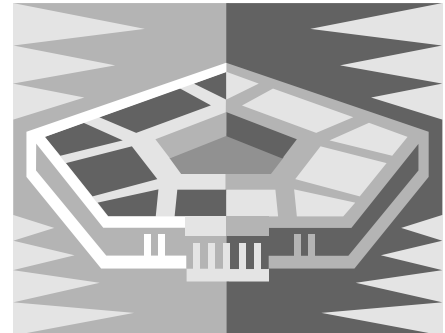
weather and climate

- Investigate the water cycle including the processes of:
 - *Evaporation
 - *Condensation
 - *Precipitation
 - *Run-off
- Conduct investigations and use appropriate technologies to build an understanding of forces and motion in technological designs
- Determine the motion of an object by following and measuring its position over time
- Evaluate how pushing or pulling forces can change the position and motion of an object

Social Studies (revised 2003)

- Apply key geographic concepts to the United States and other countries of North America
- Analyze political and social institutions in North America and examine how these institutions respond to human needs, structure society, and influence behavior
- Examine the roles various ethnic groups have played in the development of the United States and its neighboring countries
- Trace key developments in United States history and describe their impact on the land and people of the nation and its neighboring countries
- Evaluate ways the United States and other countries of North America make decisions about the allocation and use of economic resources
- Explain how people of the United States and other countries of North America adapt to, modify, and use their physical environment

- Describe the different types of families and compare and contrast the role the family plays in the societal structures of the United States, Canada, Mexico, and selected countries of Central America



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

Computer/Technology Skills (revised 2003)

- Describe the use of Acceptable Use Policy
- Use search strategies to locate information
- Recognize the need for protection against viruses and vandalism
- Use technology tools to collect, analyze, and display data
- Participate in curriculum-based telecommunication projects

- Develop and edit word processing documents using proper keyboarding techniques
- Create/modify and use spreadsheets to perform calculations
- Develop multimedia presentation citing sources
- Evaluate information found in databases and via telecommunications for accuracy, appropriateness, content, credibility, and usefulness

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

*Gateway 2 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
www.ncpublicschools.org
www.fcschools.net
www.learnnc.org

Mrs. Dianne M. Carter, Director of Elementary Education