

A Message from the Superintendent

Dear Parents,

It is with great anticipation and excitement that I begin my third 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 computer/technology skills focus areas and integrated curriculums. You will find a list of the local and state testing requirements specific for this grade level. Each section provides you the type of information your child will be responsible for mastering at grade level as well as the objectives that will be tested on End of Grade tests in Reading and Mathematics. 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 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 middle school focus for the 2006-2007 school year includes Reading Apprenticeship, Compacted Math Curriculum and increasing the number of students taking Algebra I.

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 their 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

- Narrate a fictional or autobiographical account
- Explore expressive materials that are read, heard and viewed (log, journal, discussion, artistic interpretation)
- Interact appropriately in group settings
- Reflect on learning experiences
- Explore informational materials that are read, heard and/or viewed (i.e., summarizing, drawing inferences, generating questions)
- Uses multiple sources of print and non-print information in developing informational materials such as brochures, newsletters, and infomercials (primary and secondary sources, books, Internet, electronic databases)
- Respond to public documents such as editorials and school or community policies (fact/opinion, summarizing author's purpose, etc.)
- Explore the problem solution process (study examples that present problems coherently, describe solution, sequence reasons to support and show awareness of audience including essays and presentations)
- Study arguments that evaluate by exploring examples that show a firm control of sound judgments, clear idea/theme, and use of relevant and coherent reasons for support)
- Determine the purpose of the author
- Develop and apply criteria to evaluate quality of communication by drawing conclusions ...)
- Recognize and develop a stance of a critic by looking at alternative points of view or reasons
- Increase fluency, comprehension, and insight through a meaningful and comprehensive reading program that includes analyzing texts (figurative language, plot, theme, point of view, characterization, mood, style, etc.)
- Study the characteristics of literary genres (fiction, nonfiction, drama and poetry)
- Demonstrate understanding of conventional written and spoken expression by a variety of sentence types, punctuation, subject-verb agreement, verb tense, parts of speech, use of pronouns, phrases and clauses, vocabulary words, role, and use of dialects
- Identify and correct errors in spoken and written language by proofreading and developing awareness of errors

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

Mathematics

Major Concepts/Skills

- Negative rational numbers
- Percent
- Transformations in the coordinate plane
- Probability
- Equations and inequalities
- Multiplication and division of non-negative rational numbers
- Relevant and authentic problems

Concepts/ Skills to Maintain

- Addition and subtraction of non-negative rational numbers
- Number properties
- Perimeter and area
- Median, mode, and range

Goals

- Bar graphs and leaf plots
- Understand and compute with rational numbers
- Select and use appropriate tools to measure two- and three-dimensional figures
- Understand and use properties and relationships of geometric figures in the coordinate plane
- Understand and use properties and relationships of geometric figures in the coordinate plane
- Demonstrate an understanding of simple algebraic expressions
- Use and evaluate algebraic expressions
- Solve simple (one- and two-step) equations or inequalities
- Use graphs, tables, and symbols to model and solve problems involving rates of change and ratios

Science

- Design and conduct investigations to demonstrate an understanding of scientific inquiry
- Identify and create questions and hypotheses that can be answered through scientific investigations.
- Develop appropriate experimental procedures for:
 - *Given questions.
 - *Student generated questions.
- Apply safety procedures in the laboratory and in field studies
- Demonstrate an understanding of technological design.
- Use information systems to:
 - *Identify scientific needs, human needs, or

problems that are subject to technological solution

*Locate resources to obtain and test ideas

- Explore evidence that "technology" has many definitions
- Build an understanding of the geological cycles, forces, processes, and agents which shape the lithosphere
- Investigate the cycling of matter
- Build understanding of the Solar System
- Conduct investigations and examine models and devices to build an understanding of the characteristics of energy transfer and/or transformation.
- Conduct investigations and use technologies and information systems to build an understanding of population dynamics

Social Studies

- Use the five themes of geography and geographic tools to answer geographic questions and analyze geographic concepts
- Assess the relationship between physical environment and cultural characteristics of selected societies and regions of South America and Europe
- Analyze the impact of interactions between humans and their physical environments in South America and Europe
- Identify significant patterns in the movement of people, goods, and ideas over time and place in South America and Europe
- Evaluate the ways people of South America and Europe make decisions about the allocation and use of economic resources
- Recognize the relationship between economic activity and the quality of life in South America and Europe

- Assess connections between historical events and contemporary issues
- Assess the influence and contributions of individuals and cultural groups in South America and Europe
- Analyze the different forms of government developed in South America and Europe
- Compare the rights and civic responsibilities of individuals in political structures in South America and Europe
- Recognize the common characteristics of different cultures in South America and Europe
- Assess the influence of major religions, ethical beliefs, and values on cultures in South America and Europe
- Describe the historic, economic, and cultural connections among North Carolina, the United States, South America and Europe

Computer/Technology Skills

- Refine application skills (desktop publishing, spreadsheet and database)
- Use formulas in a spreadsheet
- Use search strategy with more than one criterion in a database
- Increase productivity and accuracy in keyboarding

- Integrate word processing, spreadsheet, database and multimedia for assignments in all subject areas

- Locate, retrieve, and evaluate information using telecommunications



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

Integrated Curriculums

Healthful Living

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

Exploratory Courses

These courses include: art; band; music; foreign language; and careers. They are broad-based and focus on many subject areas that give students the opportunity to explore a variety of ideas prior to entering high school.

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.

*Literacy is the key
that unlocks doors
to the future.*



Local Testing Requirements

- ◇ Benchmark tests in Reading and Math
- ◇ Pre and Post Science Test

State Testing Requirements

- ◇ End of Grade test in Reading
- ◇ End of Grade test in Mathematics

AIG/High Achievers

The purpose of the Academically/Intellectually Gifted and High Achiever Program in Franklin County Schools is to provide the 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/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.

*Mrs. Dianne M. Carter, Director of Elementary Education
Dr. Elizabeth Keith, Director of Middle Schools*