

## 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 an account such as a news story or historical episode
- Explore expressive materials that are read, heard and viewed (log, journal, annotated list of works, book reviews, formal /informal talks)
- Interact appropriately in group settings
- Reflect on learning experiences
- Respond to informational materials that are read, heard and/or viewed (i.e., summarizing, drawing inferences, generating questions)
- Develop informational products/presentations that use and cite at least 3 sources (compare/contrast and evaluate information)
- Analyze a variety of public documents that establish a position or point of view (semantic slanting, style, tone, use of language)
- Use the problem-solution process (analyze problems and solutions within texts)
- Create arguments that evaluate (logical, relevant reasons, clear examples, supporting details)
- Analyze the purpose of the author
- Develop and apply criteria to evaluate quality of communication by drawing conclusions etc.
- Develop the stance of a critic by presenting 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, theme, etc.)

- Study the characteristics of literary genres (fiction, nonfiction, drama and poetry) and how it shapes the meaning of the work

- Model an understanding of conventional written and spoken expression by using a variety of sentence types, punctuation, subject-verb agreement, verb tense, parts of speech, use of pronouns, phrases and clauses, vocabulary words, experimenting with figurative lang. and speech patterns.

- Continue to identify and correct errors in spoken and written language by using common spelling rules, mastering proofreading symbols for editing, producing final drafts/presentations that demonstrate accurate spelling and correct use of punctuation, capitalization, and format, and listening to and monitoring self to correct errors

“Working together  
each achieves  
more.”

## Mathematics

### Major Concepts/Skills

- Computation with rational numbers
- Ratio and proportion
- Factors and multiples
- Volume and surface area
- Measures of central tendency
- Box plots and histograms
- Equations and inequalities
- Relevant and authentic problems

### Concepts/Skills to Maintain

- Number properties
- Percent
- Transformations in the coordinate plane
- Probability

### Goals

- Understand and compute with rational numbers

- Develop fluency in addition, subtraction, multiplication, and division of rational numbers
- Understand and use measurement involving two and three-dimensional figures
- Draw objects to scale and use scale drawings to solve problems
- Understand and use properties and relationships in geometry
- Identify, define, and describe similar and congruent with respect to angle measures, length of sides and prop sides
- Understand and use graphs and data analysis
- Collect, organize, analyze, and display data (including histograms) to solve problems
- Demonstrate an understanding of linear relations, sequence, and fundamental algebraic concepts
- Translate among different representations of algebraic expressions, equations and inequalities

## 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.
- Demonstrate an understanding of technological design.
- Explore evidence that "technology" has many definitions
  - \*Artifact or hardware.
  - \*Methodology or technique.
  - \*System of production.
  - \*Social-technical system.
- Conduct investigations and utilize appropriate technologies and information systems to build an understanding of the atmosphere.
- Explain the composition, properties and structure of the atmosphere
- Conduct investigations, use models, simulations, and appropriate technologies and information systems to build an understanding of the complementary nature of the human body system.
- Analyze how human body systems interact to provide for the needs of the human
- Conduct investigations and utilize appropriate technologies and information systems to build an understanding of heredity and genetics.
- Explain the significance of genes to inherited characteristics
- Conduct investigations, use models, simulations, and appropriate technologies and information systems to build an understanding of motion and forces.

## 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 Africa, Asia, and Australia
- Analyze the impact of interactions between humans and their physical environments in Africa, Asia, and Australia
- Identify significant patterns in the movement of people, goods, and ideas over time and place in Africa, Asia, and Australia
- Evaluate the ways people of Africa, Asia, and Australia make decisions about the allocation and use of economic resources
- Recognize the relationship between economic activity and the quality of life in Africa, Asia, and Australia
- Assess connections between historical events and contemporary issues Africa, Asia, and Australia
- Assess the influence and contributions of individuals and cultural groups in Africa, Asia, and Australia
- Analyze the different forms of government developed in Africa, Asia, and Australia
- Compare the rights and civic responsibilities of individuals in political structures in Africa, Asia, and Australia
- Recognize the common characteristics of different cultures in Africa, Asia, and Australia
- Assess the influence of major religions, ethical beliefs, and values on cultures in Africa, Asia, and Australia
- Describe the historic, economic , and cultural connections among North Carolina, the United States, Africa, Asia, and Australia

## Computer/Technology Skills

- Use ethical behavior in the use of technology resources (security, privacy, passwords, personal information, copyrighted materials)
- Describe the impact of technology on the skills needed in the workplace
- Use appropriate spreadsheet functions to solve problems related to content areas
- Select and using technology tools to collect, analyze and display data (desktop publishing, spreadsheets, databases)
- Use a variety of technological tools to develop projects in the content areas



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

# Integrated Curriculums

## Healthful Living

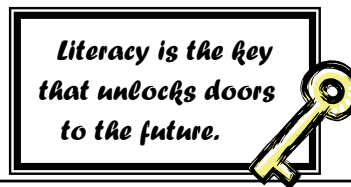
The Healthful Living Education program is a combination of health education and physical education. The two courses promote behaviors that contribute to a healthy lifestyle and an improved quality of life for all students. Sixth grade objectives include preparatory (health risks for age group), stress 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.



### 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
- ◇ 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 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*