

## 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 personal account
- Explore expressive materials that are read, heard and viewed (log, journal, annotated list of works, book reviews, formal/informal talks)
- Interact in group activities and/or seminars
- Reflect on learning experiences
- Analyze and evaluate informational materials that are read, heard, and viewed (i.e., summarizing, drawing inferences, generating questions, extending ideas, monitoring comprehension)
- Create a research product in both written and presentational form (purpose, audience, content, citing sources, and evaluating information etc. )
- Evaluate a variety of public documents (social context, effectiveness of tone, style, use of language)
- Refine the use the problem-solution process (propose a solution including relevant details)
- Create arguments that persuade (arranging details, reasons, examples effectively, etc.)
- Analyze the purpose of the author
- Develop and apply criteria to evaluate quality of communication by drawing conclusions ...
- Use the stance of a critic to consider alternative points of view or reasons ...
- Increase fluency, comprehension, and insight through a meaningful and comprehensive reading program that includes analyzing texts (plot, theme, characterization, style, mood, tone, figurative language, dialogue, allusion, symbolism, irony, etc.)
- Study the characteristics of literary genres (fiction, nonfiction, drama and poetry) and how is impacts the literary work
- Model an understanding of conventional written and spoken expression (variety of sentence types, punctuation, avoid fragments and run-ons, parts of speech, pronouns, antecedents, vocabulary, language conventions, use of context clues, structural analysis of words, etc.)
- Continue to identify and edit errors in spoken and written language by using correct spelling producing final drafts/presentations demonstrating accurate spelling, punctuation, capitalization, formatting, self-correcting errors in everyday speech and independently practicing formal oral presentations.

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

## Mathematics

### Major Concepts/Skills

- Real numbers
- Linear functions
- Pythagorean theorem, indirect measurement
- Scatterplots
- Slope
- Equations and inequalities
- Relevant and authentic problems

### Concepts/Skills to Maintain

- Ratio, proportion and percent
- Factors and multiples
- Box plots and histograms
- Volume and surface area

### Goals

- Understand and compute with real numbers
- Develop flexibility in solving problems by se-

lecting strategies and using mental computation, estimation, calculators or computer, and paper and pencil

- Understand and use graphs and data analysis
- Determine the effect on perimeter, area or volume when one or more dimensions of two—and three-dimensional figures are changed
- Apply and use concepts of indirect measurement
- Understand and use properties and relationships in geometry
- Represent problem situations with geometric models
- Apply geometric properties and relationships, including the Pythagorean theorem, to solve problems
- Identify, predict, and describe dilations in the coordinate plane
- Collect, organize, analyze, and display data (including scatterplots) to solve problems

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

### 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 hydrosphere.
- Analyze the unique properties of water
- Conduct investigations and utilize technology and information systems to build an understanding of chemistry.
- Understand that both naturally occurring and synthetic substances are chemicals.
- Conduct investigations and utilize appropriate technologies and information systems to build an understanding of evidence of evolution in organisms and landforms.
- Interpret ways in which rocks, fossils, and ice cores record Earth's geologic history and the evolution of life
- Conduct investigations, use models, simulations, and appropriate technologies and information systems to build an understanding of cell theory

### Social Studies

- Analyze important geographic, political, economic, and social aspects of life in the region prior to the Revolutionary Period
- Trace the causes and effects of the Revolutionary War, and assess the impact of the major events, problems, and personalities during the Constitutional Period in North Carolina and the new nation
- Identify key events and evaluate the impact of reform and expansion in North Carolina during the first half of the 19th century
- Examine the causes, course and character of the Civil War and Reconstruction, and their impact on North Carolina and the nation
- Evaluate the impact of political, economic, social and technological changes on life in North Carolina from 1870-1930
- Analyze the immediate and long-term effects of the Great Depression and World War II on North Carolina
- Analyze changes in North Carolina during the post war period to the 1970's
- Evaluate the impact of demographic, economic, technological, social, and political developments in North Carolina since the 1970's
- Explore examples of and opportunities for active citizenship, past and present, at local and state levels



### Computer/Technology Skills

- Model ethical behavior in the use of computer and other technologies
- Use spreadsheets and databases relevant to classroom assignments
- Choose charts/tables or graphs to best represent data
- Conduct online research and evaluating the information found
- Integrate desktop publishing for classroom assignments /projects
- Use a variety of technological tools to develop projects in content areas



# 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

Theses 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
  - ◇ Computer Skills Test
- Gateway 3 of Student Accountability Standards  
effective beginning 2001-2002*

### 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*