

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)

- Develop book and print awareness
- Demonstrate understanding of speech sounds and that sequence of letters represent sounds
- Demonstrate word recognition strategies and skills (recognize upper and lower case letters, some sight words, beginning consonants)
- Read or begin to read
- Do ten minutes of daily independent reading
- Demonstrate sense of story (beginning, middle, end, characters, details)
- Demonstrate familiarity with a variety of types of books and selections.
- Use preparation strategies to activate prior knowledge and experience before and during reading of a text
- Formulate questions that a text might answer before beginning to read (What will happen?)
- Predict possible events in texts before and during reading
- Understand and follow oral directions
- Demonstrate understanding of literary language e.g., “Once upon a time” and other vocabulary
- Connect information and events in text to experience
- Discuss concepts and information in a text to clarify and extend knowledge
- Discuss meaningful words in context skills by associating target words with prior knowledge and exploring an author’s choice of words
- Use speaking, listening, and media skills to connect experiences and text
- Use new vocabulary in own speech and writing
- Use words that name and words that tell action in a variety of simple texts
- Use words that describe color, size, and location in a variety of texts: oral retelling, written stories, lists, journal entries of personal experiences
- Maintain conversation and discussions
- Use a variety of sentence patterns
- Write and/or participate in writing behaviors by using authors’ models of language
- Develop spelling strategies and skills
- Use capital letters to write the word I and the first letter in own name

“Working together
each achieves
more.”

Mathematics (revised 2003)

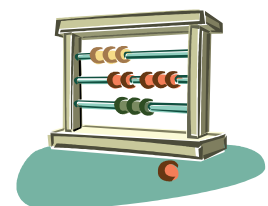
Major Concepts/Skills

- Number sense 0-30
- Calendar time
- Recognize basic shapes
- Create and extend patterns
- Sort and classify

Goals

- Recognize, model, and write whole numbers 0 to 30
- Read and write numerals
- Count objects in a set
- Connect model, number word orally
- Compare and order sets and numbers
- Use ordinals (1st—10th)
- Estimate quantities fewer than or equal to 10

- Explore concepts of measurement
- Recognize concepts of calendar time using appropriate vocabulary
- Identify, build, draw, and name triangles, rectangles, circles, spheres, and cubes
- Compare geometric shapes
- Model and use directional & positional vocabulary
- Complete simple spatial visualization tasks and puzzles
- Sort and classify objects by one attribute
- Create and extend patterns with actions, words, and objects



Science (revised 2004)

- Make observations and build an understanding of similarities and differences in animals
- Observe and describe the similarities and differences among animals including:
 - *Structure
 - *Growth
 - *Changes
 - *Movement
- Make observations and build an understanding of weather concepts.
- Make observations and build an understanding of the properties of common objects.



- Use appropriate tools and measurements to increase their ability to describe their world.

Social Studies (revised 2003)

- Investigate how individuals, families, and groups are similar and different
- Identify and exhibit qualities of responsible citizenship in the classroom, school, and other social environments
- Recognize and understand the concept of change in various settings
- Explain celebrated holidays and special days in communities
- Express basic geographic concepts in real life situations
- Apply basic economic concepts to home, school, and the community

- Recognize how technology is used at home, school, and in the community

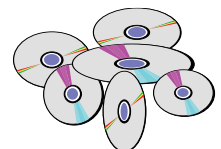


“Every student valued; every student challenged; every child an engaged learner; and every student successful” ... in Franklin County Schools.

Computer/Technology Skills (revised 2003)

- Understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.
- Locate and use letters, numbers, and special keys on a keyboard
- Identify the computer as a machine that helps people work and play.

- Identify, discuss, and use common hardware terms/concepts (e.g., CPU, monitor, keyboard, mouse).
- Demonstrate knowledge and skills in the use of computer and other technologies.



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 Assessment Requirements

- ◇ Kindergarten Diagnostic Assessment
- ◇ End of Year Reading Levels– Non-Reading First Schools
- ◇ Beginning/End of Year Mock Writing Assessments

State Assessment Requirements

- ◇ Kindergarten Math Assessments
- ◇ Kindergarten Literacy Assessment
- ◇ Iowa Test of Basic Skills-Reading First Schools
- ◇ Texas Primary Reading Inventory– Reading First Schools

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