Fulton County Schools

Elementary Curriculum Handbook

2019 – 2020

Fulton County Schools
Where Students Come First

Dear Stakeholders:

In this rapidly changing age we are preparing students for the challenges and opportunities that are certain to come. This preparation must focus on preparing students to live in a dynamic and highly technological society. If students are to succeed, they must be creative, articulate, literate, logical, and critical thinkers.

We believe curriculum must be designed to educate students to be responsible, productive citizens who will be able to adapt to an ever-changing, global society through continuous learning. Our efforts toward meeting this challenge are described in this handbook.

The handbook is provided as a resource guide and description of the system's educational program for kindergarten through grade five. It identifies performance standards, content objectives, assessment procedures, and promotional policies. It further describes special programs implemented to ensure that the needs of all students are met.

It is our hope that this guide will be useful to all who value the children in our care: parents, teachers, administrators, and community.

Sincerely,

Amy Barger
Assistant Superintendent for Learning and Teaching

Planning Ahead - College and Career Ready

The global economy and the skills needed for the 21st century require a rigorous and well-rounded K-12 education. The old method of separating students into "college bound" and "work bound" is no longer sufficient in the world of education. Students need to know more and be better equipped to apply that knowledge in order to tackle increasingly complex issues and problems. Fulton schools are addressing this need through the increase of rigor and critical thinking skills for all students.

The Elementary Professional School Counselors coordinate and/or deliver seventeen Career Counseling Lessons. Sixteen of the seventeen Career Guidance Lessons are aligned with the sixteen National Career Clusters: Agriculture, Food & Natural Resources; Architecture & Construction; Arts, A/V Technology & Communications; Business Management & Administration; Education & Training; Finance: Government & Public Administration; Health Science; Hospitality & tourism; Human Services; Information Technology; Law, Public Safety, Corrections & Security; Manufacturing; Marketing; Science, Technology, Engineering & Mathematics; and Transportation, Distribution & Logistics. The 17th Career Guidance Lesson is Energy; for recently the state of Georgia recognized Energy as an additional Career Cluster for the state of Georgia. First, second, and third grade students each receive three of the Career Counseling Lessons; while fourth and fifth grade students each receive four of the lessons.

Curriculum in Fulton County Schools

Curriculum is defined as a plan for learning. It encompasses all the learning experiences a student encounters under the guidance of the school. The curriculum in Fulton County Schools focuses on the development and application of skills and knowledge as identified by the state of Georgia, national curriculum standards, and local system objectives. Interactive learning and hands-on-experience are central to the Board of Education's vision for the effective delivery of instruction and increased emphasis on higher academic achievement for all children.

The overall goal of K-5 curriculum emphasizes the relationship between ideas and seeks to:
- provide students opportunities to experience a continuum of activities with appropriate emphasis in each instructional area
- help students acquire and apply critical thinking skills
- help teachers identify and teach to a variety of learning styles
- help teachers utilize information from formal and informal assessments to plan and adapt instruction
- integrate new technology into the curriculum
- guide teachers in emphasizing global and multicultural concepts

Standards

The Georgia Standards of Excellence (GSE) and Georgia Performance Standards (GPS) provide schools and families clear guidelines for teaching and learning. The standards explain what students should know, understand, and be able to do at the conclusion of a grade level or course. The standards define the level of rigor expected in the work enabling the teacher to know "how good is good enough." The standards provide the framework for Fulton County Schools to prepare students to be college and career ready.

Grading

Teachers conduct ongoing evaluation of learning and use a variety of methods in assessing progress, both formal and informal. Methods chosen must be appropriate for the developmental level of students in the primary and intermediate grades and must accurately measure the level of attainment of standards and the learning objectives in the curriculum.

Elementary teachers frequently report student progress using a variety of methods. Each student will receive a Report Card four times during the school year. Each reporting period is nine weeks long. At the end of each semester, a cumulative grade will be given. Progress specific to individual standards will be reported three times a year: in the fall, winter, and at the end of the school year.

The Report Card is a record of grades earned by the student during the previous nine weeks in all subjects: reading, language arts, mathematics, social studies, science, health, art education, music education, physical education and ESOL. The Progress Kills Checklist gives parents an overview of their child's progress on specific standards and learning objectives in the four core content areas – language arts, mathematics, science, and social studies. Combined, the Report Cards and Progress Skills Checklists provide parents with information concerning their child's academic progress throughout the year. Additionally, in language arts and mathematics, both the Report Cards and the Progress Skills Checklists indicate the grade level at which the student is working.

Conferences are scheduled as needed to discuss progress with parents, including a required conference during the first 18-week period. Teachers also regularly communicate with parents, using such means as telephone calls, written notes, emails, and/or examples of student work.

The school must contact parents/guardians if a student is performing at U or F level or is experiencing a significant decline in achievement. This contact must be made early enough for a student to have a reasonable amount of time to improve the grade before the next grading period.

No grade (NG) is required on a report card if the student has been enrolled fewer than 20 school days in the grading period and if there have been no grades received from the previous school for that time period.

Grading System
Listed in the chart below are the academic symbols used for the Report Card and the Progress Skills Checklist in grades K-5.

	Report Card	Progress Skills Checklist
Grades K -1	S (satisfactory) N (needs improvement) U (unsatisfactory) NG (no grade)	S (satisfactory) N (needs improvement) NE (not evaluated this term)
Grades 2 – 5	A (90 – and above) B (80 – 89) C (70 – 79) F (below 70) NG (no grade)	S (satisfactory) N (needs improvement) NE (not evaluated this term)

State Assessments

Georgia Kindergarten Inventory of Developing Skills (GKIDS)
The Georgia Kindergarten Inventory of Developing Skills (GKIDS) is a year-long, performance-based assessment based on the state's content standards. The goal of the assessment program is to provide teachers with information about the level of instructional support needed by individual students entering kindergarten and first grade. GKIDS allows teachers to assess student performance during instruction, record student performance in an on-line database, and generate customized reports for instructional planning, report cards, and parents. Throughout the year, teachers may assess students and record GKIDS data based on the curriculum map or report card schedule. At the end of the year, the GKIDS data collection system automatically generates summary reports and individual student reports based on the data the teacher has entered throughout the year.

GKIDS is aligned to the state's mandated content standards in English Language Arts, Mathematics, Science, and Social Studies. There are also three non-academic domains that contribute to a student's readiness for first grade (Approaches to Learning, Personal and Social Development, and Motor Skills). Teachers use GKIDS to collect and report information on student performance in these areas. Many standards have multiple elements. In GKIDS, students are assessed at the element level, where possible.

The primary purpose of GKIDS is to provide ongoing diagnostic information about kindergarten students' developing skills in all academic and non-academic areas and provide a summary of student performance at the end of the kindergarten school year. GKIDS serves both a formative and summative role in assessing kindergarten students.
(Source: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GKIDS.aspx)

GKIDS Readiness Check
The GKIDS Readiness Check is a new component of the Georgia Kindergarten Inventory of Developing Skills (GKIDS). It is designed to be administered during the first six weeks of the kindergarten year. The GKIDS Readiness Check is aligned to the Georgia Early Learning and Development Standards (GELDS) and correlated to the state mandates content standards for kindergarten. The goal of the assessment is to provide information about the skills of students entering kindergarten. The GKIDS Readiness Check is developmentally appropriate, reflecting research-based best practices for young learners, and will provide information that allows kindergarten teachers to individualize student instruction.

Georgia Milestones
Beginning with the spring of 2015, Georgia implement a new state assessment called *Georgia Milestones* for grades 3 through 5. These assessments replaced the former CRCT tests administered in the spring for grades 3 through 5. The purpose of the new assessments is to provide a valid measure of end of grade (EOG) student achievement of the rigorous state content standards, and provide a clear indication of the student's preparedness for the next educational level.

The new assessments will require students to utilize multiple types of responses, or answers, to questions or prompts: selected responses (multiple choice items), constructed responses, extended responses, and technology enhanced items.

Elementary Testing Windows		
Mar. 23 - May 1, 2020	Georgia Alternate Assessment (GAA) – ongoing portfolio collection	Grades K, 3 - 5
Oct. 21 – Nov. 1, 2019	Iowa Assessment	Grades 3 and 5
Jan. 15 – Feb. 28, 2020	ACCESS for ELL's	Grades K – 5
April 20 – May 8, 2020	**Georgia Milestones** End of Grade (System Window)	Grades 3 – 5
Aug. 12 – Sept. 20, 2020	GKIDS Readiness Check	Grade K
Aug. 12, 2019 – May 1, 2020	GKIDS Assessment	Grade K

For more information on assessments in Fulton County Schools, visit the Assessment website at
http://www.fultonschools.org/en/divisions/acd/assess/Pages/default.aspx

Promotion, Retention, and Placement

In order to help assure appropriate achievement as students progress through their school experience, the Fulton County Board of Education establishes the following basic promotion and retention procedures for elementary and middle school schools:

A student is promoted when, in the professional judgment of the teacher, the principal and other school staff; he/she has successfully met instructional-level standards based on the following criteria:
- Georgia Standards of Excellence and Georgia Performance Standards (K-8)
- Fulton County School System Curriculum
- State mandated and other standardized test data, as appropriate

The professional school staff in determining promotion or retention of students considers the following:
- Student's cumulative work folder
- Overall classroom performance and participation
- Previous interventions, including retention
- Age and level of social and emotional maturity
- Regular school attendance

Students entering a Fulton County school from another school district, who are more than two years older than on-track students, may be placed, at the discretion of the principal, at a grade level more commensurate with the student's age.

State Promotion and Retention Requirements for Grades Three and Five

Third and fifth grade students are required to pass a state test in order to be promoted to the next grade level. According to the law:

- Third grade students must score on or above grade level on the reading component of the English/Language Arts Georgia Milestones in order to be promoted to fourth grade.
- Fifth grade students are required to perform on or above grade level on the reading component of the English/Language Arts test and at or above the Developing Learner level in mathematics on the Georgia Milestones in order to be promoted to sixth grade.
- Third and fifth grade students who do not take the state-adopted assessment in grades 3 and 5 in reading and/or mathematics on any of the designated testing date(s) will result in the student being retained. The option of the parent or guardian or teacher(s) to appeal the decision to retain the student shall follow the procedure set forth in the state rule.

You may also read the official rule at http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-2-.11.pdf.

Elementary and Middle School Grade Placement of Students
- A student entering or returning to a Fulton County elementary or middle school from a no-accredited public/private school or home school will be evaluated by designated school personnel. Fulton County placement assessments will be used in the areas of mathematics, reading and language arts to inform the placement decision.
- A student's instructional level (on-level, advanced, accelerated) will be determined by the results obtained from the aforementioned assessments.
- A student will not be placed more than one grade below age appropriate placement.

Personalized Learning

Fulton County Schools is committed to meeting the individual needs, skills, and interests of all students through personalized learning experiences that

- Provides **flexible pacing** and **varied strategies** that consider the **interests** of the students.
- Offers increased opportunities for student **choice** and active participation in the learning process.
- Ensures that **content and assessments are integrated** in a manner that facilitates mastery of FCS curriculum standards and career and college readiness standards.
- **Diversify instructional delivery methods** through technology and flexibility.

Continuous Achievement

The Fulton County Board of Education supports our mission statement that each child should be given the opportunity to reach their full potential. To that end, our continuous achievement framework for advancement allows each child to progress in language arts and math at their optimum pace and depth, expanding and compacting the curriculum as appropriate. The framework is implemented in all elementary and middle schools and includes a process for advancement in the current grade level and an acceleration process which allows a student to advance above grade level.

While no child will be placed below their current grade level, there will be no artificial barrier to moving ahead. Students are accelerated when they demonstrate exceptional performance for their age appropriate grade level and exhibit strong skills for advancing a grade level. Although the guidelines provide criteria for a high percentage of mastery on the acceleration assessments, overall aptitude demonstrated by the collective evidence of past performance and teacher feedback will be considered, with the best interest of the students in mind.

Each student will be identified as "on-level", "advanced", or "accelerated" to clearly communicate their continuous achievement level. The advanced curriculum is written at a different pace, depth and instructional level than the on-level curriculum, in order to provide appropriate rigor and challenge for students. Teachers will teach no more than two levels (on, advanced, accelerated) during the reading/language arts and mathematics instructional period.

As an initial screening, teachers review student performance data comprised of grade level assessments, report cards, diagnostic assessments, and teacher recommendation. Students that meet the initial screening measures will proceed within the acceleration framework and take the acceleration assessments, which will consist of the use of Diagnostic assessments for the next grade level with the exception of K and 1 where assessments based upon the end of unit tests are provided.

Specific criteria for placement are established to support the students' most appropriate placement for instruction. Every 18 weeks, student performance within the level at which a student is placed is reviewed to determine if the placement level continues to be appropriate in meeting the student's learning needs. Provisions

are also made for students who need to be accelerated more than one grade level above the "on grade level" curriculum. These provisions include transportation to their zoned middle or high school as appropriate.

All elementary and middle schools will use student grades, diagnostic placement assessments, Georgia Milestones and Iowa Test of Basic Skills (ITBS) results along with Talented and Gifted (TAG) qualification as predictors regarding the potential number of students that should qualify to participate in advanced and accelerated classes. Provisions will be provided for parents of students not recommended for the advanced or accelerated levels to request a waiver for their student to be placed at these levels of instruction.

Response to Intervention (RtI)

Response to Instruction and Intervention, in Georgia, is a four-tiered instructional process, or framework, which guides teachers in matching instruction and intervention to each student's learning needs. This may include intervention for skill weaknesses, or strength-based instruction through enrichment and acceleration.
What are the Key Components of Response to Instruction and Intervention?

- High quality, research-based instruction and behavioral support for all students in general education.
- Universal (district-wide) screening of academics and behavior to determine which students need intervention and/or enrichment and acceleration.
- Multiple tiers, or layers, of increasingly intense scientific, research-based interventions and/or enrichment that are matched to student need.
- School staff works together to develop, implement, and monitor the intervention and enrichment process.
- Continuous monitoring, with objective data, of student progress during intervention in order to determine if students are meeting their achievement goals.
- Systems in place to ensure fidelity of instruction and intervention.
- Parent involvement in the instructional process.

What are the Four Tiers of Instruction in a Response to Instruction and Intervention framework?
Tier 1 – All students receive standards-based instruction matched to their readiness level in the general education classroom. Behavioral expectations are also specifically taught and reinforced in this tier.
Schools will assess all students to determine what students are at-risk for not meeting grade level standards, as well as which students will likely benefit from enrichment and/or acceleration.

Tier 2 –Some students will be identified with skill gaps in reading, math, or behavior. In Tier 2, identified students will receive targeted intervention in their specific area of weakness.
Students who are above grade level receive strength-based instruction in Tier 2. This could be through an advanced or Honors class.

Tier 3 – Students who are identified as having significant skill weaknesses and students who do not respond to targeted intervention in Tier 2, will participate in intensive intervention in Tier 3.
Students who are well above grade level receive strength-based instruction in Tier 3. This could be through accelerated or Advanced Placement classes.

Tier 4 – Some students will not respond to the intensity of intervention provided at Tier 2 and Tier 3. It is at this point that the school may recommend a comprehensive psycho-educational evaluation to determine if the child may have a disability and may require specialized instruction through Special Education.
It is also at this tier of instruction where students are considered for eligibility in the Gifted Program, or TAG, as well as for ESOL.

How Can Parents Help? (Georgia Department of Education, 2009)

Parents are a critical partner in the continual success of the teaching and learning in school. Active participation is the key. Read the standards for your child's grade or course. Ask for ways you can help at home to improve your child's school performance. Participate in parent conference and meetings related to overall progress in the standards as well as progress related to intervention participation.

Special Programs

Prekindergarten Program

Program Goals and Philosophy

Fulton County Schools implements the state funded Georgia Prekindergarten Program. It provides appropriate activities and learning experiences that help prepare young children for school. For a child to be school ready, it means they are socially, emotionally, physically, and cognitively prepared for success in kindergarten. Fulton County's Prekindergarten Program helps children become independent, self-confident, enthusiastic learners. Participation in the program encourages children to develop good habits and daily routines. It encourages teachers to adopt child-centered instructional practices based on the interests and the skill levels of each child. Research shows that children benefit most when instruction is child-centered. Child-centered instruction allows teachers to facilitate learning in a rich environment that fosters children's initiative, exploration, and collaborative interaction with other children and adults. To ensure a smooth transition to kindergarten, families are provided information and assistance in preparing for and gathering the documentation necessary for their child's enrollment in kindergarten.

Standards

The Prekindergarten curriculum is based on the Georgia Early Learning and Development Standards (GELDS). The GELDS promote quality learning experiences for children and address the question, "What should children from birth to age five know and be able to do?" They are a set of appropriate, attainable standards that are flexible enough to support children's individual rates of development, approaches to learning, and cultural context. The GELDS are a continuum of skills, behaviors, and concepts that children develop throughout this time of life. They are divided into age groups and serve as a framework for learning. The GELDS are aligned with the Head Start Child Outcomes Framework, the Georgia Standards of Excellence for K-12, and the Work Sampling System Assessment. The GELDS can be reviewed on the state website.

Our beliefs are summed up in the following statements.
> Provide high quality education to all children in the prekindergarten program.
> Provide high quality educational experiences at appropriate developmental levels.
> Teach critical thinking in all areas.
> Teach children at their instructional levels.

Through Fulton's Prekindergarten Program, the child will:

- Develop listening, speaking, reading, and writing skills.
- Develop mathematics skills by recognizing and using numerical concepts, understanding patterns and relationships, and problem solving.
- Develop science skills by exploring, manipulating, and experimenting with objects in the physical environment.
- Develop the ability to move in ways that demonstrate control, balance and coordination.
- Develop the ability to participate and function in a social environment.

Prekindergarten Child/Family Eligibility

Students who are four (4) years of age on or before September 1 of the enrollment year and live within the Fulton County Schools attendance zone are eligible to enroll in the program. Families must provide proof of birth (age) and residency in order to register for the program. Children are eligible to attend Georgia's Pre-K for one year only.

Instructional Services

Lead teachers with a background in early childhood education and paraprofessionals work together in the classroom to provide developmentally appropriate instruction. Each prekindergarten classroom serves twenty

(22) children. Inclusion classes serve (20) children. Prekindergarten teachers and paraprofessionals receive intensive training in accelerating student achievement to prepare children for kindergarten.

Health Requirements
All children must have Certificates of Immunization on file, except for those in exempted categories, within the first 30 days of entering the program. DHR Form 3231 should be used for this purpose. Form 3231 must have either the "date of expiration" or "school attendance" block checked.

In addition, each child must have a Certificate of Vision, Hearing, Dental, and Nutrition Screening (Georgia Department of Public Health Form 3300). If the Form 3300 is marked Needs Further Professional Examination, families should be asked to bring updated and completed certificates after each appointment and follow-up visit. The vision, hearing, dental, and nutrition screenings reported on Form 3300 must have been conducted within 12 months prior to the start of the Pre-K program.

Child Development
An orientation is provided for prekindergarten families within 20 working days of the beginning of the school year. A variety of informational seminars, volunteer opportunities, and parent/teacher conferences are provided to enhance the parents' knowledge of child development and the importance of involvement with their child's educational experience.

Kindergarten Transition Activities
Schools host Kindergarten Round Up at the end of the year and Curriculum Open House at the beginning of the school year to provide an orientation to parents regarding the Georgia Standards of Excellence. Prekindergarten children and parents tour kindergarten classrooms and meet teachers. Parents are provided with requirements for kindergarten registration before the end of the prekindergarten school year.

Community Resources
Parents, upon request, are supplied with information about community resources such as TANF (Temporary Assistance to Needy Families), Peach-Care for Kids, or help in obtaining extended day services. Budget planning seminars, job fairs, clothes closets, and resource directories are available to parents. Crisis intervention services are provided as needed.

Early Intervention Program (EIP)

Purpose
Children start school at a designated chronological age, but differ greatly in their individual development and experience base. The Early Intervention Program (EIP) is designed to serve K-5 students who are at risk of not reaching or maintaining academic grade level. The purpose of EIP is to provide additional instructional resources to help students who are performing below grade level obtain the necessary academic skills to reach grade level performance in the shortest possible time.

Program Structure
The program design is developed in coordination with regular instruction and other educational programs. Development and evaluation of the program involves teachers, administrators, and parents at the school level. The Early Intervention Program includes four components: Staff, Delivery Models, Class Size, Instructional Segments of Service

Staff
Early Intervention Program is staffed by certified teachers with experience and expertise in teaching students with diverse needs and abilities. Early intervention funds provide additional staff beyond that provided through regular funds.

Delivery Models
Each participating school selects the delivery model(s) to be used. Any combination of state approved models may be used within a school depending on the unique needs and characteristics of the students and school.

Class Size
A class for Remedial must follow class size maximums that are approved by the state.

Instructional Segments of Service
A segment for grades K-3 is defined as a minimum of 45 minutes daily. A segment for grades 4-5 is defined as a minimum of 50 minutes of daily instruction.

Eligibility
Eligibility for the Early Intervention Program (EIP) is determined by an assessment process at the local school system level. The eligibility determination is made by identifying the students functioning below the normal expectation for the respective grade using criteria provided by the Governor's Office of Student Achievement (GOSA). Click the link to the electronic Guidance document and rubrics.

Assessment and Accountability
Schools maintain individual student assessment data and report achievement of the students served. This documentation is used to measure student achievement and program success. Students must be moved into EIP, provided assistance, and moved out of EIP upon reaching grade level performance. Students placed in the EIP must be administered a formative assessment that will reflect achievement gains throughout the academic year. Program exit criteria are developed by the Office of Student Achievement. Within 10-calendar days schools will provide a notice for an opportunity for a conference with the student and his/her parents or guardians to discuss the student's performance and the role of the Early Intervention Program. The Office of Student Achievement will consider (1) the length of time that students spend in the EIP and (2) performance of EIP students on Georgia Milestones in identifying performing and non-performing schools.

English for Speakers of Other Languages (ESOL) Program

What is ESOL?
ESOL is a standards-based instructional program designed to address the unique challenges faced by students whose first language is not English. The ESOL Program integrates the WIDA Consortium English language proficiency standards with the Georgia Standards of Excellence (GSE). Students in ESOL develop proficiency in the English language skills of listening, speaking, writing, reading and comprehension while acquiring the academic content of the CCGPS. All instruction in the ESOL program is provided in English, thereby maximizing students' opportunity to master social and academic English language skills.

Georgia/Federal law mandates that students be screened for the ESOL program if their native language, home language, or first language is other than English. Students who are identified by these criteria are tested in accordance with state procedures to determine whether they qualify for ESOL services. All students who qualify for ESOL are tested annually with an English language proficiency measure in accordance with Federal laws. This measure is used to determine language progress and is one of the criteria used for exit from the ESOL program.

Goals
The WIDA English Language Proficiency Standards are:

1. English language learners communicate for social and instructional purposes within the school setting.
2. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

3. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
4. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
5. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Students in the ESOL program possess well-developed language skills in one or more languages other than English, and are working to develop proficiency in the English language. When these students attain proficiency in social and academic English appropriate to their age and grade level and no longer need the intensive language support provided by the ESOL program they exit. Exited students are monitored for four years to ensure a smooth transition to mainstream classes.

Levels of Language Proficiency

Level 1 – Entering
English learners at the Entering level will process, understand, produce or use:
- pictorial or graphic representation of the language of the content areas
- words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support
- oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

Level 2 - Emerging
English learners at the Beginning level will process, understand, produce or use:
- general language related to the content areas
- phrases or short sentences
- oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support

Level 3 – Developing
English learners at the Developing level will process, understand, produce or use:
- general and some specific language of the content areas
- expanded sentences in oral interaction or written paragraphs
- oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support

Level 4 – Expanding
English learners at the Expanding level will process, understand, produce or use:
- specific and some technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs
- oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support

Level 5 – Bridging
English learners at the Bridging level will process, understand, produce or use:
- specialized or technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports oral or written language approaching comparability to that of English-proficient peers when presented with grade level material

Extended Learning

Fulton County Schools' Extended Learning programs provide opportunities for students to get assistance with content outside of the regular school day.

Elementary Extended Learning provides additional time and a strategic focus on learning for students who are not achieving their academic goals in reading and mathematics during the regular school day. The targeted students are those who do not demonstrate mastery of standards on the Georgia Milestones in reading and/or math. This free programming aims to strengthen reading and math skills through small class sizes and data-driven instructional focus. Typically, extended learning meets immediately after school for two hours, two or four days a week, for a total of forty days, and snacks and selected transportation stops are provided.

Special Education-Services for Students with Disabilities

Programs for students with disabilities are provided through the Services for Exceptional Children Department. Programs are offered for students meeting eligibility criteria in the areas of autism, learning disabled, behavior disordered, speech impaired, hearing impaired, visually impaired, physically disabled and intellectually disabled. Students with Disabilities access the Georgia Standards of Excellence and the Georgia Performance Standards curriculum through use of classroom accommodations, modifications or other supports based on individual learning needs as documented in the student's Individual Education Program (IEP).

Questions regarding these and other related services can be directed to the Services for Exceptional Children Department at 470-254-0400.

Talented and Gifted Program

Philosophy

Intellectually gifted students require specialized educational experiences that promote the development and expression of their potential. If gifted individuals—as children, youths, and adults—are to experience fulfilling lives and if society is to derive optimal benefits from gifted individuals' uncommon potentials, an educational program must be structured to more fully develop their exceptional and varied abilities, interests, and talents.

The Fulton County gifted program is a response to the need to address the unique learning characteristics, interests, personal needs, and capabilities of gifted children. The program emphasizes the gifted students' need for interaction with intellectual peers. Emphasis on the individual highlights the fact that there are differences among gifted students and a need for specialized educational experiences to meet these differences.

Basic to the philosophy of this program is the idea that no one teacher, resource, or instructional method can meet the needs of gifted students. Education for the gifted is viewed as a cooperative endeavor characterized, facilitated, and realized by the efforts of numerous individuals in the schools and community.

These goals are accomplished in Fulton County elementary schools by providing interdisciplinary extensions and enrichment of the Fulton County curriculum for identified gifted students. Adjusting the rate and depth of their learning and using a variety of appropriate teaching methods to provide differentiation of the basic curriculum. Challenging instructional activities are designed to intensify and extend their particular interests and aptitudes.

Eligibility

The Talented and Gifted Program identifies gifted students based upon State Board of Education Rule 160-4-2-38. All students in Fulton County Schools are screened twice a year for the gifted program. If a student is referred for the gifted program, the school must gather information in the areas of multiple criteria: mental ability,

achievement, creativity, and motivation. According to State Board of Education Rule 160-4-2-38, students may qualify for gifted services through option A or option B.

Data Category	Option A	Option B
	Student must have a qualifying score in the mental ability **AND** achievement categories.	Student must qualify in <u>three</u> of the four categories.
Mental Ability	**K-2** 99th percentile **composite** score on a nationally normed mental ability test **3-12** ≥ 96th percentile **composite** score on a nationally normed mental ability test	**K-12** ≥ 96th percentile composite or appropriate component score on a nationally normed mental ability test
Achievement	**K-12** ≥ 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test	**K-12** ≥ 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test **OR** **6-8** cumulative average ≥ 90 on a scale of 1-100 in an above-level core academic course **OR** **9-12** cumulative average ≥ 85 on a scale of 1-100 in an honors or advanced placement course
Creativity	Data gathered	**K-12** ≥ 90th percentile composite score on a nationally normed test of creative thinking **OR** Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators, as indicated in: **K-5:** products from teacher directed lessons, or **K-12:** winner of district level academic Competition
Motivation	Data gathered	Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators, indicated in: **K-5** products from teacher directed lessons **OR** **K-12** winner of district level academic competition **OR** **K-5** ≥ 90th percentile on a standardized motivational characteristics rating scale **OR** **6-8** cumulative average ≥ 90 on a scale of 1-100 in an above-level core academic course **OR** **9-12** cumulative average ≥ 85 on a scale of 1-100 in an honors or advanced placement course **OR** **8-12** cumulative average ≥ 85 on a scale of 1-100 over the last two years in core academic areas

One source of information may not be used to qualify a student in more than one area. Students identified for the gifted program are served at their home school by a gifted endorsed teacher.

Program Goals

In accordance with this philosophy, the following program goals have been adopted in order to identify and serve the gifted students of Fulton County:

1. To help teachers, administrators, and parents identify gifted students and understand their unique abilities, needs, and preferences.
2. To design and implement differentiated instructional experiences in the school and the community.
3. To develop in gifted students an accurate and increasing awareness of themselves, their abilities, and their value to society.

Learner Goals

We believe that by meeting the program goals and objectives, we will be able to promote and achieve the following learner goals:

1. Advanced research methods and independent study skills,
2. Creative thinking and creative problem-solving skills in order to be generators of ideas and products which are original to the learners,
3. Higher order and critical thinking skills,
4. Advanced communication skills that incorporate new techniques, materials, and formats in the development of products and ideas that will be shared with real audiences.

Title I Program

Program Description and Services

Title I is a federally funded program designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

2019-2020 TITLE I ELEMENTARY SCHOOLS

Amana Academy	Asa G. Hilliard	Bethune	Brookview
Campbell	Cliftondale	College Park	Conley Hills
Dunwoody Springs	Feldwood	Gullatt	Hamilton E. Holmes
Hapeville	Hembree Springs	Heritage	High Point
Ison Springs	Esther Jackson	Lake Forest	Latin Grammar
Seaborn Lee	S.L. Lewis	Liberty Point	Main Street Academy
Manning Oaks	Mimosa	Love T. Nolan	Oakley
Palmetto	Parklane	Randolph	Renaissance
Stonewall Tell	Vickery Mill	Evoline C. West	Wolf Creek
Woodland Charter			

Goals

- Ensure that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress, against common expectations for student academic achievement;

- Meet the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;
- Close the achievement gap between high and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers;
- Improve and strengthen accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;
- Provide greater decision making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;
- Provide children an enriched and accelerated educational program, including the use of school-wide programs or additional services that increase the amount and quality of instructional time;
- Provide school-wide reform and ensure the access of children to effective, scientifically based instructional strategies and Challenging academic content;
- Significantly elevate the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;
- Coordinate services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children and families; and
- Afford parents substantial and meaningful opportunities to participate in the education of their children.

Advancement Via Individual Determination (AVID)

AVID is a College Readiness System that transforms leadership, instruction, and culture to focus on the academic and social skills needed in higher education and beyond. Schools implementing Advancement Via Individual Determination (AVID) operate with a guiding principle: hold students to the highest standards, provide academic and social support, and they will rise to the challenge. The AVID system extends from elementary to post-secondary and is based on research-based curriculum and strategies to develop critical thinking, literacy, and math skills across all content areas.

At the elementary level, AVID schools have a philosophy grounded in a growth mindset that AVID students succeed in following their dreams and fulfilling their aspirations. AVID elementary schools take a systemic approach of using writing, inquiry, collaboration, organization, and reading as well as an explicit focus on high expectations, rigor, and developing a college readiness culture. AVID elementary is designed to be embedded into daily instruction in all classrooms.

AVID describes the components of AVID elementary as the following:
- Student Success Skills – communication skills, self-advocacy skills, note-taking strategies, critical thinking, and study skills.
- Organizational Skills - a focus on both mental and physical; organizational tools, and time management practices
- WICOR lessons – emphasize the instruction on writing to learn, inquiry, collaboration, organization, and reading to learn in all content areas.
- Partnerships – among students, classrooms, grade levels, schools, feeder patterns, families, and communities.
- Elementary schools participating in the AVID program are Esther Jackson, Feldwood, Hillside, Liberty Point, Northwood, Renaissance, and River Eves.

International Baccalaureate (IB)

International Baccalaureate (IB) schools aim to go beyond traditional curriculum by developing inquiring, knowledgeable, and caring young people motivated to succeed. IB offers a continuum of programs from elementary through high school. The programs encourage both personal and academic achievement, challenging students in their studies and personal development.

At the elementary level, IB offers the Primary Years Program (PYP). PYP prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. It focuses on the development of the whole child with emphasis on how students learn, how educators teach, and the principles and practices of effective assessment of learning. Three elementary schools in the Riverwood High School feeder pattern, Heards Ferry, High Point, and Lake Forest, are PYP schools. In the Westlake High School feeder pattern, A. Philip Randolph and Stonewall Tell elementary schools are PYP Candidate Schools and will take approximately 3 years to complete the process.

Core Curriculum

Literacy: English/Language Arts

Philosophy

Whether reading is used to enter into the imaginative world of fiction; learn from academic texts; meet workplace demands; acquire insight and knowledge about people, places, and things; or understand a graphic on an Internet website; readers must adapt their skills and strategies to meet the comprehension demands of a particular task at hand. Fulton County Schools believe that students' literacy skills and strategies can be cultivated to do so in all content areas. Literacy-rich classrooms integrate the teaching of disciplinary literacy skills and strategies into real-world contexts and give students opportunities to read and respond critically to text; write creatively, expressively, and analytically; develop effective oral language skills; investigate and present topics of interest using research methods; and use media and technology to communicate for a variety of purposes.

Goals

Through our English/language arts program, the learner will
- communicate and interact effectively with others in the world;
- think, interpret, create, and respond critically in a variety of settings to a myriad of print and non-print text; and
- access, use, and produce multiple forms of media, information, and knowledge in all content areas

Curriculum

The Fulton County English/language arts curriculum is based on the Georgia Standards of Excellence (GSE) which are implemented through the Continuous Achievement Model. The goal of Continuous Achievement is to have all students challenged at their highest level. In this model, the K-1 Curriculum is written such that teachers can scaffold, compact, or expand the curriculum depending upon the student's needs as they progress through the curriculum.

In second semester 1st grade through 5th grade, based upon performance criteria, students are placed on-level, advanced or accelerated (a full year ahead). Depending upon the placement level, the pacing depth and instructional level of the curriculum provided the student is varied in order to provide the necessary challenge or support.

GSE K-5 Strands/Standards Framework

Reading Foundational (RF)	
• Print Concepts • Phonological Awareness • Phonics and Word Recognition • Fluency	
Reading	
Reading Literary Text (RL)	Reading Informational Text (RI)

• Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Reading Level and Text Complexity	• Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Reading Level and Text Complexity
Writing (W) • Types and Purposes • Production and Distribution of Writing • Research to Build Present Knowledge • Range in Writing	
Speaking and Listening • Comprehension and Collaboration • Presentation of Knowledge and Ideas	
Language (L) • Conventions of Standard English Language • Knowledge of Language • Vocabulary Acquisition and Use	

Students advancing through grades K-5 are expected to meet each year's grade-specific standards, to retain or further develop skills and understandings mastered in previous grades, and to work steadily toward meeting the more general expectations described by the Standards.

Social Studies

Purpose

The purpose of the Fulton County School System's social studies curriculum is to prepare students to become citizens who participate in a democratic society in an increasingly interdependent world. Through social studies education students should acquire a continuing interest in their society; develop a respect for the dignity and worth of all persons; and achieve the depth of understanding, the loyalty to democratic ideas, and the skills necessary to accept responsibilities and rights of citizenship.

As a part of the social studies program, students must be provided with learning opportunities that enable them to grow in their ability to think clearly and to integrate significant facts, concepts, and generalizations from history and the social sciences into their own experiences. Students should develop useful skills for obtaining knowledge, devising questions and engaging in problem-solving techniques through active involvement in the curriculum. Equally important, they should learn how to analyze issues from multiple perspectives and to test the validity of ideas apart from the sources of those ideas. They should also be encouraged to develop connections among ideas and events, both past and present that will promote cooperative and constructive solutions of problems and issues.

The social studies curriculum is designed to increase students' knowledge of the world and promote greater awareness of its diverse ethnic and cultural elements. It also reinforces the understanding of how a highly-differentiated U.S. society maintains cohesion through adherence to the principles found in the Constitution and Bill of Rights. As members of that society, students are entitled to expect that their concerns and their social origins have a place in the social studies curriculum, and that they will acquire the skills, knowledge, and perspectives necessary to achieve success in this global age.

Curriculum Organization

The Fulton County Social Studies Curriculum is based upon the Social Studies the Georgia Standards of Excellence for Social Studies (GSE). An important feature of the GSE for Social Studies is that each grade, K-12 includes four strands, history, government, geography and economics. The economics strand includes a unit on personal finance in each grade K-12.

Social Studies K – 3
The focus of the kindergarten program is on the introduction to United States history through the study of important American holidays and symbols and includes a unit on "where we live" within the United States. First graders study US History through the study of selected historical figures. Second graders study important historical figures and the Creek and Cherokee cultures in Georgia. The geography of Georgia is emphasized as it relates to the historical study. Third graders conclude their introduction to US History by studying Early and Colonial America.

Grade K Symbols of America	Grade 1 American Heroes	Grade 2 Georgia, My State	Grade 3 Our Democratic Heritage
• Observing Labor Day • Observing Columbus Day • Observing Veterans Day • Observing Thanksgiving Day • Observing Martin Luther King, Jr. Day • Observing Presidents Day • Our Nation • Personal Finance	• Our Earth, Our Home • Benjamin Franklin • Thomas Jefferson • Lewis and Clark; Sacagawea • Ruby Bridges • Theodore Roosevelt • George Washington Carver • Personal Finance	• Before There Was a Georgia • Georgia's Beginnings • Native Georgians • Civil Rights • Human Rights • Personal Finance	• Early American Indians • European Exploration in North America • Colonial America • Personal Finance

Social Studies 4-5
In fourth grade, students begin formal study of early United States History through the Civil War. Students continue their formal study of US History through modern times.

Grade 4 United States History: Beginning to 1860	Grade 5 United States History: Since 1860
• The American Revolution • The New Nation • Westward Expansion • Civil War • Reconstruction • Personal Finance	• Turn of the Century America • World War I • The Great Depression • World War II • The Cold War • America Since 1975 • Personal Finance

World Languages

Philosophy

Language and communication are at the heart of the human experience. Early exposure to language instruction offers students the opportunity to attain high levels of proficiency. Fulton County Schools provides some opportunities for Elementary School World Languages instruction as determined by individual schools, with each school focusing on developing communication competence in the target language.

Goals

The goal of instruction for Fulton County School's Elementary School World Languages model depends on the school's instructional model. Currently, Fulton County Schools has three Elementary School World Languages models: FLEX, FLES, and Dual Immersion.

Foreign Language in Elementary Schools (FLES Model)

Students receive daily target-language instruction for a minimum of 40 minutes per week. Instruction develops students' skills in the areas of listening, speaking, reading, writing and cultural competence. In addition, students

will be able to view, absorb, and evaluate material from non-print sources as guided by the [Georgia Performance Standards for Elementary School](#).

Foreign Language Exploratory Programs (FLEX Model)

Students receive target-language instruction once per week. Students will be introduced to basic, theme-based information as an exploration of the language and culture.

Dual Immersion Model (DI Model)

Students receive half of each school day in the target language. In Grades Kindergarten through 2, for half of each school day students receive Math and Science instruction delivered 100% in the target language. For the other half of the day, students receive ELA, Social Studies and Math support instruction delivered 100% in English.

In Grades 3 through 5, for half of each school day students receive Math and Social Studies instruction delivered 100% in the target language. For the other half of the day, students receive ELA, Science and Math support instruction delivered 100% in English.

Students are assessed according to the [Georgia Standards of Excellence](#) according to content and grade level.

For Modern Languages, these standards consist of "The 5 Cs":

- Communication – students will engage in conversations, understand and interpret spoken and written language, and present information on a variety of topics.
- Culture – Students will learn about target culture products, practices and perspectives.
- Connections – Students will connect aspects of their target language learning with information acquired in other subject areas such as math, science, social studies, English and the arts.
- Comparisons – Students will demonstrate an understanding of the nature of language and culture, making comparisons between those of the target language and their own.
- Communities – Students will find and engage in the target language outside of the school environment and show evidence of building a life-long skill for their own personal enjoyment and enrichment.

Science

Philosophy

In 2017-2018, the state of Georgia will implement the Georgia Standards of Excellence in Science. These standards will focus on 3-Dimensional learning which incorporates science content, crosscutting concepts, and science & engineering practices as outlined in *A Framework for K-12 Science Education (2011)*. Notable changes in the standards include student engagement in science and engineering practices such as designing and carrying out investigations, developing and using models, analyzing data, and constructing arguments. Each standard begins with the science practice, "obtain, evaluate and communicate" which emphasizes the importance of students gathering, reasoning, and communicating about scientific concepts and data. Scientific phenomena such as floating magnets, weather balloons, silt fences, and types of cookware to anchor units of study. Fulton County believes every aspect of science education encountered by students should enhance their understanding of science; enabling them to become environmentally, scientifically, and technologically literate citizens.

Goals

Fulton County Schools' goals for science education are consistent with those that underlie *A Framework for K-12 Science Education (2011)* and the Georgia Standards of Excellence. They are designed to provide foundational knowledge and skills for all students to develop proficiency in science.

- Engage and explore scientific concepts through science and engineering practices;
- Experience the richness and excitement of knowing about and understanding the natural world;
- Use appropriate habits of mind and understandings of the nature of science and scientific principles in making personal decisions;
- Engage intelligently in public discourse and debate about matters of scientific and technological concern; and
- Increase their economic productivity through their knowledge, understanding, and skills as a scientifically literate person in their careers.

Elementary Overview

At each grade level, kindergarten through fifth grade, the content is divided into three domains or strands: (a) Physical Science, (b) Earth and Space Science, and (c) Life Science. Integrated into these content strands are science and engineering practices and crosscutting concepts. The science and engineering practices, content, and crosscutting concepts are used throughout K-12 science courses and build towards a progressively deeper understanding of the dimensions as students' progress through the years. Hands-on, student-centered, and inquiry-based approaches should be the emphasis of instruction.

3-Dimensions of Science			
Science & Engineering Practices • Asking questions and defining problems • Developing and using models • Planning and carrying out investigations • Analyzing and interpreting data • Using mathematics and information and computer technology • Developing explanations and designing solutions • Engaging in argument from evidence • Obtaining, evaluating, and communicating information		**Crosscutting Concepts** • Patterns • Cause and effect • Scale, proportion and quantity • Systems and system model • Energy and matter • Structure and function • Stability and change *Crosscutting concepts are used to help scientists organize scientific information.*	
Science Content Core Ideas by Domain or Strand			
Grade	**Physical Science**	**Earth Science**	**Life Science**
Kindergarten	• Compare, sort, and use the senses to classify common materials • Investigate the relationship between an object's physical attributes and it's resulting motion (straight, circular, etc.) when a force is applied.	• Use a model to communicate changes that occur in the sky during the day and night • Construct an argument supported by evidence for how rocks can be grouped by their physical attributes	• Sort living organisms (plants and animals) and non-living things according to their observable physical attributes • Compare the similarities and differences in groups of organisms (animals, plants, parents and offspring)
First Grade	• Investigate light, sound and the application of sound to safety issues • Design a signal that can serve as an emergency alert using sound or light • Plan and carry out investigations to demonstrate how magnets attract and repel	• Represent weather data in tables and graphs • Investigate current weather conditions by observing and measuring with simple weather instruments	• Develop models to identify the parts of plants • Design a solution to ensure a plant or animal has all of its needs met
Second Grade	• Describe the physical attributes of stars such as size, brightness, and patterns	• Investigate reversible and irreversible changes in matter such as those caused by	• Develop models to illustrate the diverse life cycles of organisms

		freezing, dissolving, melting, baking, etc. • Investigate changes in speed and direction using pushes and pulls	• Construct an explanation of an animals' role in dispersing seeds or pollinating plants • Investigate changes
Third Grade	• Plan and carry out investigations to illustrate the effect of sunlight on objects • Design a device that will increase/decrease effects of sunlight on materials	• Investigate the physical attributes of rocks and minerals • Develop a model to describe the sequence and conditions required for an object to become a fossil	• Compare plants, animals, and habits found within Georgia's geographic regions • Adaptations of organisms that affect their survival • Research the effects of pollution and explore actions to protect the environment
Fourth Grade	• Investigate how light interacts with various materials to classify them as opaque, transparent, or translucent. • Investigate reflection and refraction of light • Design a device to communicate sound or light across a distance. • Investigate balanced and unbalanced forces	• Develop models to illustrate the multiple pathways water can take during the water cycle • Interpret data from weather maps • Develop a model to support why the length of day and night changes throughout the year • Investigate the repeating phases of the moon	• Investigate change on an ecosystem • Use models to illustrate the flow of energy in a food chain/web
Fifth Grade	• Investigate physical and chemical changes • Compare the differences in static and current electricity and the components of electric circuit • Investigate differences in a bar magnet with an electromagnet	• Construct an argument to identify surface features caused by constructive and destructive forces • Research ways technology can limit or predict the impact of these processes	• Develop models to identify parts of plant and animal cells • Construct arguments to support claims about helpful/harmful microorganisms • Develop models to sort plants/animals into groups • Compare instincts and learned behavior

Mathematics

Philosophy

Mathematics permeates all sectors of life and occupies a well-established position in curriculum and instruction. Schools must assume responsibility for empowering students with the mathematical skills necessary for functioning in and contributing to today's complex society. Instruction should emphasize the application of mathematics to real world problems; allow the use of calculators and computers as tools in problem-solving and allow students to develop their own mathematical understanding using concrete materials.

The Elementary Mathematics Program is developmentally appropriate and designed to meet students' intellectual, social, and emotional needs. The curriculum and assessment components of the program are conceptually oriented and contain a broad range of content. Curriculum and assessment activities allow students to experience success and helps students build positive attitudes toward mathematics and toward themselves as mathematical problem-solvers. Development of students' abilities to think, to reason, to solve problems, and to communicate their understanding of mathematical concepts is a major focus of the program.

Goals

The goals of the K-5 mathematics program are to:

- Meet the needs of individual students by providing on-level, advanced, or accelerated placement options;
- Build students' appreciation of mathematics and its relationship to other disciplines;
- Promote students' confidence in their own mathematical abilities;
- Assist students in becoming mathematical problem-solvers;
- Provide opportunities for students to communicate their ideas about mathematics;
- Develop students; mathematical reasoning skills;
- Enable students to utilize calculators and computers as problem-solving tools;
- Encourage participation in cooperative learning;
- Develop concepts and skills measured on standardized tests; and
- Enable parents to understand and support the program.

Curriculum Content for Elementary School Mathematics
Fulton County Schools implements the Georgia Standards of Excellence for
mathematics. The Fulton County Schools Mathematics curriculum stresses rigorous concept development, presents realistic and relevant applications, and keeps a strong emphasis on computational skills. Teachers utilize a standards-based direct instruction delivery model. A direct instruction approach provides students with specific skills-based instruction from their teachers at the beginning of new lessons followed by both guided and independent practice. It includes continuous modeling by the teacher, followed by more limited teacher instruction and then fading teacher instruction as students begin to master the material. Engaging students in problem solving and real-world applications are important aspects of mathematics instruction. The use of technology and manipulatives support the conceptual development of mathematical concepts and skills.

The Georgia Standards for Excellence for mathematics are organized into content standards and standards for mathematical practice. The content standards are organized into domains: counting and cardinality, operations and algebraic thinking, number and operations in base 10, numbers and operations-fractions, measurement and data, and geometry. The standards for mathematical practice are an essential part of learning for all students. Students will use these standards as a way of acquiring and using content knowledge. The eight practice standards emphasize problem solving, reasoning, representation, modeling, connections and communication. These strands are consistent throughout the   K-12 Mathematics Curriculum.

Art Education

Philosophy
It is our mission to create the next generation of fine artsists, fine arts appreciators, fine art critics and fine art patrons.

Art Education in Fulton County Schools integrates the study of art history, art criticism, aesthetics, and art production. As a subject in our schools, art education is based on the belief that looking at, talking about, and making art are processes essential to the well-educated student. The well-educated person is conversant with a breadth of ideas about:

- functions and styles of art in a wide range of cultures and societies
- influences, impact, and relationships of art to events and the human condition throughout history
- purposes, functions, and theories of art and artists in society
- knowledge, application and use of a variety of art media, skills, techniques, and processes.

The study of art provides opportunities to nourish high-level thinking. When well taught, skills associated with artistic thinking include the ability to see clearly, analyze, reflect, make jusdgments, forge connections among ideas and information, and generate new ideas from diverse sources. Three additional issues are integrated fully into curriculum for art education:

Cultural diversity: Visual Art in Fulton County integrates cultural contexts and a wide range of cultures across space and time.

Interdisciplinary connections: Art specialists are encouraged to seek opportunities to work with classroom teachers to integrate a variety of currculum content into art and art content into curriculum.

Technology: The world today depends upon being able to, with a discriminating eye, "read", interpret, consume, and (often) produce technologically rendered visusal imagery. Digital technologies are making it easier for students to make art that they can publish and share. The creative use of technology will become increasingly critical to success in the world beyond the classroom. Fulton County Schools personalized learning has been esential in successful integration of technology into the visual art classroom. Art objectives for technology are integrated throughout the curriculum.

Technology and Art Education
As hardware and software are increasingly accessible in art labs, we are using technology in art education as a "medium" for individual art production, research, and reporting. From designing to manipulating images; from composing critiques to reflecting on aesthetics questions; from exploring art history on a CD ROM to exploring museums on the Internet – the possiblilites are exciting and numerous. Art objectives for technology are integrated throughout the curriculum.

Reading, Writing, and Art Education
With an emphasis on reading throughout the school system, reading in art educaiton has become an essential component of our program. We are formulating new ways to look at, study, contemplate, and "read" works of art and other art images as "visual text."

Adaptive Art
Most students with exceptionalities and special needs attend regular art classes. Adaptive Art Specialists, however, serve certain self-contained special education classes, special needs kindergarten and special needs pre-school. Adaptive Art is designed to accommodate unique sensory, orthopedic, and developmental needs. The process is highly individualized in order to adapt concepts, subject matter, tools, and materials to myriad special needs.

Curriculum and Goals
The current Elementary Art Education Curriculum follows the Georgia Standards of Excellence that were adopted by the Georgia Department of Education in the spring of 2017. The curriculum is framed around creating, presenting, and responding to art, while connecting the world of art to other areas of learning and personal endeavors.

Goals for Art Education
Goals for visual art learning draw content from five areas of instruction, as follow:

- *Creating* - Experiencing the role of the artist, students apply media, techniques, and processes working toward development of sufficient skill, confidence, and sensitivity to carry out their intentions in their artwork.

Through experience in a range of art processes, use of a variety of materials, and development of a repertoire of techniques, students learn to communicate ideas. Media/techniques should include, but are not limited to, drawing, painting, sculpture, ceramics, fiber arts, printmaking, and digital media art techniques. Students should be engaged in well-rounded studio art experiences.

- *Presenting* - Students demonstrate the ability to reflect upon and interpret the construction of meaning in their own work and the work of others. Interacting with peers, they express and validate personal viewpoint and offer constructive criticism. Students learn to describe and assess the materials, techniques, and processes used to complete a finished artwork. Students are engaged in viewing their own work and works of others in formal and informal gallery settings. Those experiences could include but are not limited to classroom "gallery walks", school wide art exhibits and museum and gallery field trips.

- **Responding** - Students develop creativity, critical-thinking, perceptual awareness, and problem solving skills through this critical and creative exposure to artworks. Students engage in aesthetic dialogue, considering essential questions of art, making effort toward constructing meaning as they encounter and produce works of art. Evidence may be documented through journal-keeping, brainstorming lists, project development, and in the course of conversations.

- **Connecting**- Students recognize the impact of art on history and different cultures and how history and culture have influenced art. Students plan for and participate in a variety of activities that promote personal engagement and deep knowledge in the study of art history and culture. Students make connections from the world of art to other areas of learning and personal endeavor. Students derive inspiration for art from a variety of content areas. They inform their study and production of art by integrating information and skills from other disciplines and areas of knowledge.

Assessment of Art Education

Assessment is integral and essential to the teaching and learning of art. At the elementary level, students receive both a subject grade and a conduct grade in art. It is important to note that the grading is not for children's artwork, but for their art learning. Evaluating growth in artistic expression, art knowledge gained, skills mastered, and attitudes enriched, as well as conduct and social behavior in the art class, provide a profile of the child's total progress in art and helps guide further growth. A variety of measures are used to assess progress at the elementary level, which may include tests, quizzes, notebooks, sketchbooks, portfolios, as well as the art specialist's own observations.

Organization

Elementary students, Kindergarten through fifth grade, have one 45-minute art class per week, taught by a fully certified art specialist. Elementary *Adaptive Art* specialists serve self-contained special education classes, special needs kindergarten, special needs preschool (as time and scheduling allow), and serve as a resource to teachers as time allows.

Elementary Art Education

The Georgia Standards of Exellence for *Dance, Music, Theatre, Visual Arts and Media Arts* specifies four content standards for students in each of the arts areas. Content standards for the visual arts span three grade ranges: Kindergarten - grade 4, grades 5 - 8, and grades 9 - 12.

Georgia Standards of Excellence (GSE) objectives for visual arts provide the foundation for the kindergarten through 12th grade

Fulton County Art Education – Scope and Sequence

E&P	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Line	Explore types of line: Identify & create with straight, curved, angled, broken, thick, thin, wavy, zigzag, etc.	Apply types of lines and introduce directional lines.	Apply directional lines and explore how lines can convey feelings.	Create works of art that utilize expressive and descriptive lines.	Introduce contour & gestural lines & introduce mathematical concepts	Refine use of contour & utilize mathematical concepts
Color	Experiment with color mixing and how colors convey feelings; identify and create with primary and secondary.	Explore color mixing & how colors convey feelings; identify & create with primary, secondary, neutral color schemes.	Explore color mixing & how colors convey feelings; identify & create with warm, cool, & neutral color schemes.	Utilize warm, cool, and intermediate colors and apply color schemes to create works of art.	Apply understanding of multiple color schemes to create works of art (e.g. monochromatic, analogous, complementary).	Refine understanding of multiple color schemes to create works of art to allow for student choice.
Value	Discuss how colors can be light and dark.	Experiment with creating tints & shades	Explore how tints & shades are used to create value.	Apply tints and shades to create value.	Introduce how to use value to model form.	Uses value to model form.
Shape	Identify basic & sophisticated geometric shapes.	Differentiate between geometric & organic shapes.	Apply understanding of geometric & organic shapes to create a work of art.	Review geometric & organic shapes; apply interdisciplinary concepts	Review geometric & organic shapes; apply interdisciplinary concepts	Review geometric & organic shapes; apply interdisciplinary concepts
Texture	Identify texture as the way something feels; use it to create works of art.	Experiment with a variety of textures to create a work of art.	Explore a variety of textures to create a work of art.	Differentiate between actual & implied textures to create a work of art.	Apply understanding of actual and/or implied texture to create realism in a work of art.	Refine understanding of actual and/or implied texture to create realism in a work of art.
Form	Explore 3D forms (solid figures).	Identify 3D forms and use them to create a work of art.	Differentiate between 2D & 3D objects to create a work of art.	Differentiate between 2D and 3D objects to create a work of art.	Differentiate between open and closed forms.	Differentiate between open and closed forms.
Space	Explore spatial concepts (beside/overlapping, above/below, close/far, left/right, top/bottom, side/center, front/back, over/under).	Explore spatial relationships to create a work of art (horizon line, overlapping).	Create art using basic spatial concepts; introduce positive and negative space.	Use spatial concepts to create depth in a work of art; apply understanding of positive and negative space.	Create art using one-point perspective, atmospheric perspective, or birds eye view; apply understanding of positive and negative space.	Create art using one- or two-point linear perspective; refine use of positive and negative space.
Pattern	Experiment with using patterns.	Apply understanding of pattern to create a work of art.	Use repetition in a work of art.	Use repetition to create unity and movement in a ccomposition	Use repetition to create unity and movement in a composition	Use repetition to create unity and movement in a composition

E&P	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Pattern	Experiment with using patterns.	Apply understanding of pattern to create a work of art.	Use repetition in a work of art.	Use repetition to create unity and movement in a ccomposition	Use repetition to create unity and movement in a composition	Use repetition to create unity and movement in a composition
Balance	Introduce symmetrical balance.	Apply symmetry to create a work of art.	Differentiate between symmetrical and asymmetrical balance.	Differentiate between symmetrical, asymmetrical, and radial design.	Introduce how balance can be utilized to create a successful composition.	Use of balance as a means of creating interest in a composition.
Emphasis	Not applicable.	Recognize emphasis (size relationships) in a work of art.	Introduce emphasis (size, placement, and detail) to create a work of art	Apply understanding of emphasis to create a work of art.	Use emphasis (color, size, detail, placement) to create a center of interest (focal point) in a composition.	Use emphasis (color, size, detail, placement) to create a center of interest (focal point) in a composition
Movement	Not applicable.	Recognize movement in a work of art.	Explore how directional line can impact movement in a work of art.	Use directional line to create movement in a work of art.	Use repetition and line (gesture) to create movement in a composition.	Use repetition and line to create movement in a composition.

Media	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Drawing & Painting	Create drawings and painting with a variety of media.	Create drawings and paintings with a variety of media.	Explore Create drawings and paintings with a variety of media.	Produce drawings and paintings with a variety of media.	Apply drawing and painting techniques with a variety of media.	Refine drawings and paintings with a variety of media.
Clay	Experiment with clay to create forms (rolling, pinching, modeling)	Create works of art using clay techniques to create forms (e.g. modeling, rolling, and pinching).	Create clay objects using hand-building techniques (e.g. pinch, coil, slab, slip, score, join).	Produce ceramic objects using multiple hand-building techniques and methods	Create clay objects, incorporating multiple hand-building techniques and methods	Demonstrates refinement of combined hand-building techniques to create ceramic objects
Printmaking	Experiment with the printmaking process (stamping)	Explore printmaking processes (stamping).	Explore with printmaking techniques (monoprint or collagraph).	Produce a work of art using collagraph or relief printmaking processes.	Incorporate printmaking processes to create a number series of relief prints	Apply printmaking processes to create works of art
Sculpture	Create sculpture using a variety of media and techniques (non-clay).	Explore sculpture using a variety of media and techniques (non-clay).	Explore sculpture using a variety of media and techniques (non-clay).	Produce sculptures using any of a variety of methods and techniques (non-clay).	Create open or closed form sculptures using selected methods and techniques (non-clay).	Open and/or closed form to create a sculpture using a variety of methods (non-clay).
Handcrafts	Create works of art using traditional and/or contemporary craft materials and methods.	Create compositions using traditional and/or contemporary craft materials and methods.	Create compositions using traditional and/or contemporary craft methods.	Produce works of art using traditional and/or contemporary craft methods.	Create works of art using traditional and/or contemporary craft methods.	Traditional and/or contemporary craft methods.

Music

Philosophy

The study of music is important to one's aesthetic, emotional, academic, physical and social growth, and is a significant part of the cultural heritage of all peoples. Through music, individuals have the opportunity to develop keener insights into the dignity and worth of people, to enjoy a more humanized educational environment, and grown intellectually and artistically. Each student is unique and should learn to make independent judgments and informed choices with regard to personal needs. A developmental, sequential, and productive music education program encourages self-directed learning and creativity. Past musical experiences enable students to build a value system that is applied to new musical experiences.

Goals

- To support students in building a lifelong relationship with music as consumers, producers, and performers
- To stimulate and expand aural, physical and visual senses
- To provide opportunities for all students to have some knowledge of music as well as providing certain students the opportunity for specialized and advanced study
- To help students perceive value in the study of music
- To broaden pre-existing foundations of music experiences
- To aid students in discovering the common areas which exist in music, other arts, and academics
- To provide students with a means for understanding and appreciation of our cultural heritage, and to broaden the understanding of music in other cultures
- To provide opportunities through music for students to find satisfaction in their accomplishments, both individually and collectively
- To foster within the student a respect for the opinion of others

National Standards

Published in 1994, *National Standards for Arts Education: Dance, Music, Theatre, Visual Arts - What Every Young American Should Know and Be Able to Do in the Arts,* specifies nine content standards in the area of Music Education. These content standards education span three grade ranges: kindergarten - grade 4, grades 5 - 8, and grades 9 - 12.

The nine content standards for Music Education are as follows:

Standard 1: Singing, alone and with others, a varied repertoire of music

Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

Standard 3: Improvising melodies, variations, and accompaniments

Standard 4: Composing and arranging music within specified guidelines

Standard 5: Reading and notating music

Standard 6: Listening to, analyzing, and describing music

Standard 7: Evaluating music and music performances

Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts

Standard 9: Understanding music in relation to history and culture

Each of the content standards listed above has achievement standards that students are expected to attain at the completion of grades 4, 8, and 12. For elementary through middle school these standards focus on the following:

K-4: **Achievement Standards** for grades K-4 address foundational competencies of reading musical notation, performing independently and in groups, creating music, identifying simple musical forms, identifying similarities and differences of various types of music, and understanding music within cultural and historical contexts.

5-8: Achievement Standards for grades 5-8 build upon previously acquired knowledge and skills toward greater refinement and capacity for performing, creating and responding to music.

The Fulton County music education curriculum is keyed to the Georgia Performance Standards that are adopted by the State Department of Education. In all areas of the Music Education curriculum there is a scope and sequence of benchmarks that is expected of students who study music. These benchmarks are consistent with the music standards adopted by the Music Educators National Conference.

Broad topics covered in the state Georgia Performance Standards are as follows:
- Skills and Techniques/Performances
- Creative Expression and Communication
- Critical Analysis/Investigation
- Cultural and Historical Context

General Music
Music specialists in all elementary schools teach classroom music. Students receive one 45-minute class per week. General music is a curricular subject for which students receive grades.

Choral Music
Chorus is offered at some elementary schools. Each school sets criteria for membership. Performance opportunities are offered both inside and outside the school day such as at assemblies, PTA meetings, and special school music programs. There are two honor choruses that students may audition to join; one positioned in the North part of the county and one positioned in the South part of the county due to the travel distances in Fulton County. Additionally, a voluntary choral clinic is held once a year for schools who wish to participate.

Fulton County Youth Ensembles
The **Fulton County Youth Orchestra** and **Fulton County Honors Chorus** are voluntary organizations where student instrumentalists in grades 3-8 audition for acceptance. The rehearsals are after school hours including two performances during the school year.

Music Education
These topics are introduced, developed and refined to provide opportunities for appropriate levels and achievement. This document can be reviewed horizontally to understand how music content areas are taught in relation to each other or vertically to understand how they are taught within their own area of musical study.

General Music K – 5	
Responding to music	Instrument playing and Chord functions
Listening, signing, moving and playing	Distinguishing between specific voices
Loud-soft and High-low	Dynamics
Fast-slow and Long-short	Rhythmic, style, scale, and chord patterns
Beat-no neat and steady beat	Distinguishing between instrument
Distinguishing written/aural pitches	Up-down/step-leap patterns
Recognizing voices and instruments	Music technology
Songs and song stories	Major and minor scales
Expression and Rhythm	Folk activities and dances
Accompaniments-no accompaniments	Style periods
Vocabulary	Improvising
Music notation (rhythmic/melodic)	Making instruments

Melody and harmony	Simple and complex musical forms
Group and individual singing	Musical texture and Complex meters
Multi-cultural music and ethnic music	Scale and chord construction
Song forms	Critiquing
Creating new texts	Cultural and historical context

Health and Physical Education

Philosophy

In Fulton County Schools, we believe a developmentally appropriate and comprehensive experience in health and physical education is essential for meeting the diverse needs of all students. Quality health and physical education programs foster growth and development through the cognitive, psychomotor, and affective learning domains. Physical education emphasizes skill-development, physical activity, health and skill-related fitness components, and lifetime enjoyment for being actively engaged in physical activity. In physical education, students will learn how to participate in a variety of activities and game-like situations which focus on various motor and manipulative skills, movement concepts, physical fitness, personal and social responsibility, self-expression, safety, and enjoyment.

In health, students learn how to live healthy lifestyles and reduce their risks for unhealthy behaviors. Additionally, age-appropriate instruction regarding safety, personal health and wellness, mental and emotional health, healthy eating, alcohol and other drugs, tobacco, violence prevention and human growth and anatomy will be implemented. Participation in health and physical education is an integral and inseparable part of the K-12 educational experience.

Georgia Mandate

According to Georgia law, elementary schools shall provide all students with a minimum of 90 contact hours of instruction at each grade level in health and physical education. Local school districts should also conduct an annual fitness assessment program for all students in grades 1-5 within a physical education course a student is enrolled in that is taught by a certified physical education teacher. The Board policy states that students in elementary school shall receive 45 minutes of physical education twice per week and 55 minutes of health instruction once per week in order to meet state requirements.

Assessment

Fulton County Schools uses a variety of assessment methods throughout the school year to gauge student understanding of the state standards for health and physical education. Performance-based and cognitive assessments are thoughtfully designed to provide parents and students with comprehensive feedback of the students' acquisition of state standards.

Health

Human Sexuality Education

Fulton County Schools will offer growth and development and human sexuality/HIV/AIDS education units to all students enrolled in a health course beginning in fifth grade. By state mandate, all public school systems in Georgia must include human sexuality as one facet of the comprehensive health education program. Our school system believes that all students should be equipped with factually accurate and appropriate information about these topics. Students who are armed with the facts are better informed to make healthy decisions. All content and instruction is implemented with sensitivity and are abstinence-based. However, the instruction that

occurs in our schools should complement what is being taught at home and your values and expectations should be made very clear to your children.

The enhancement of health knowledge, attitudes and problem-solving skills is the focus of instruction in 5th grade health education. Human sexuality education is built on a comprehensive approach that focuses on growth and development, including puberty and anatomy of the male and female reproductive systems. Parents may review materials used in the course, talk with the teacher, and make an informed decision about their child's participation. Parents have the option of removing their child from the human sexuality unit at each grade level. Parents must notify the school in writing if they choose to remove their child from the unit.

Think First and Stay Safe

We all share a common and critical goal for our children to be safe and protected from all things harmful. In support of this goal, elementary school teachers and counselors will soon present annual lessons designed to increase student personal safety and protection. The *Think First & Stay Safe™* program is a research-based program that teaches specific personal safety education by way of interactive classroom lessons, classroom posters, role-plays, and corresponding activities. *Think First & Stay Safe™* enables students to take an active and necessary role in protecting themselves from harassment, abduction, bullying, exploitation, and various forms of physical, sexual, or emotional abuse. The Health Advisory Committee reviewed and approved this program and teachers and school counselors will implement selected components through the elementary health curriculum.

You may also learn more about the detailed lesson plans and research behind this program at www.childluresprevention.com. Please be aware that more information is provided on the website than is actually used in Fulton County Schools. The plan for Fulton includes: the key concepts taught at all grade levels; each grade reviews what was learned in the previous grade(s), and then learns additional lures or tricks. Specifics are provided below:

Key Concept	You can use your built-in computer and make safe choices.	People are like the weather. Most are safe, but they can change.	Lures are tricks used to get children away from safe adults and safe place.	Laws help protect children and there are adults who can help you.
	Your instincts help keep you safe.	A stranger is someone you don't know.	Someone may even use threats to trick you.	No one can take away your dignity.
K	Review key concepts	Pet Lure	Name Lure	
1st	Review key concepts	Assistance Lure	Fun & Games Lure	Affection Lure
2nd	Review key concepts	Bribery Lure	Friendship Lure	
3rd	Review key concepts	Emergency Lure	Authority Lure	Hero Lure
4th	Review key concepts	Job Lure	Ego/Fame Lure	Online Lure
5th	Review key concepts	Review All Lures	Video – Luring: What would you do?	

If you prefer that your child not participate in the *Think First & Stay Safe™* program, please notify the school in writing. As always, our administration and school counselors are available to discuss any questions you may have about the *Think First & Stay Safe™* curriculum. Unless written opt out documentation is received each year from a parent or guardian, your child will participate in the *Think First & Stay Safe™* program.

ELEMENTARY HEALTH CURRICULUM	
STANDARDS	**STANDARD 1**: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
	STANDARD 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
	STANDARD 3: Students will demonstrate the ability to access valid information, products and services to enhance health.
	STANDARD 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
	STANDARD 5: Students will demonstrate the ability to use decision-making skills to enhance health.
	STANDARD 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
	STANDARD 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
	STANDARD 8: Students will demonstrate the ability to advocate for personal, family and community health.

Physical Education

FitnessGram

As part of your child's physical education program and their comprehensive health and physical education plan, individual levels of fitness will be tested using FITNESSGRAM, the state mandated fitness assessment program. The new version of FITNESSGRAM is now a five part comprehensive fitness assessment designed to measure cardiovascular fitness, muscular strength and endurance, flexibility, and body composition. This fitness assessment will be administered to all students in grades 1-12 that are enrolled in a physical education course regardless of age, gender, or ability. Students are encouraged to be self-aware of their health-related fitness and to take responsibility by setting personal fitness goals. When students focus on continually improving their levels of fitness, a positive and lifelong impact can be achieved. As part of this process, your child's height and weight will be confidentially measured and recorded to determine the students Body Mass Index. Parent and/or guardians will receive a copy of their child's FITNESSGRAM score report indicating their body composition, aerobic capacity, abdominal strength, upper body strength, and flexibility at the end of the school year. As the parent of a minor, Georgia law gives you the option of not having your child's height and weight measured at school. If you choose to exempt your child from this portion of the FITNESSGRAM Test, you will need to notify the school and physical education teacher in writing, but you will still receive a copy of the report with this section left blank.

Adapted Physical Education

Adaptive services are provided to students with a variety of exceptionalities when it has been determined that the general physical education setting is not the least restrictive environment for the student. Once parent consent had been obtained, the CTAPE/LaMAP assessment will be conducted by an adaptive physical education teacher to identify potential students. Qualifying students must have adaptive physical education included in their IEP. Based on the strengths and weaknesses shown by the learning assessment, the adaptive physical education teacher will act as a member of the IEP team to write IEP present levels of performance for physical education along with possible goals which would be addressed during adapted physical education.

Special Olympics

Special Olympics Georgia invests in people with intellectual disabilities, helping them to develop athletic skills, while also promoting the abilities of the athletes off the field. Fulton County Schools has over 800 registered athletes who train for and compete in competitions throughout the school year. Students who participate in the Special Olympics program must meet the following criteria:

  1) 8 years of age or older
  2) completed physical form with doctor signature
  3) participate in an eight-week training program with a certified coach before all competitions
  4) has an intellectual disability

Students in Fulton County Schools participate in a variety of sports such as bowling; bocce; softball; basketball; volleyball; track and field and tennis. Fulton County Schools Special Olympics coaches encourage all students to be the best they can be by differentiating instruction so that everyone is successful.

ELEMENTARY PHYSICAL EDUCATION CURRICULUM FOUNDATIONAL SKILLS, KNOWLEDGE & VALUES
STANDARD 1: MOTOR SKILLS AND MOVEMENT PATTERNS

Locomotor:	**Non-Locomotor:**	**Manipulative:**
• Hopping • Galloping • Running • Sliding • Leaping • Jumping and landing • Spring and step • Jumping Rope	• Balance • Weight transfer • Rolling • Curling and stretching • Twisting and bending	• Throwing • Catching • Dribbling/Ball Control • Kicking • Volleying • Striking • Passing & Receiving • Shooting on goal • Combing locomotors & manipulatives • Combining balance & weight transfers • Combing jumping, landing, locomotors & manipulatives

STANDARD 2: CONCEPTS AND STRATEGIES

MOVEMENT CONCEPTS
- Movement concepts, principles and knowledge
- Strategies and tactics

STANDARD 3: HEALTH-ENHANCING LEVEL OF FITNESS AND PHYSICAL ACTIVITY

PHYSICAL ACTIVITY & FITNESS
- Physical activity knowledge
- Engages in physical activity
- Fitness knowledge
- Nutrition
- FitnessGram
- Assessment and program planning

STANDARD 4: RESPONSIBLE AND SOCIAL BEHAVIOR

PERSONAL RESPONSIBILITY & SAFETY
- Demonstrates personal responsibility
- Accepts feedback
- Works with others
- Safety
- Following rules and etiquette

STANDARD 5: RECOGNIZES THE VALUE OF PHYSICAL ACTIVITY

SELF-EXPRESSION & ENJOYMENT
- For self-expression/enjoyment
- For health
- For challenge
- For social interaction

The Georgia State Board of Education approved new K-12 Physical Education Standards of Excellence in May 2018. The 2018-19 school year will be a phase in year for these standards as new resources are developed and trainings occur. Full implementation will occur for the 2019-20 school year.

Media Services (Media and Educational Technology/Instructional Technology)

The Fulton County Schools' Media and Educational Technology Instructors (METIs), formerly known as media specialists, promote academic excellence by empowering students and staff to be effective, discriminating users of ideas and information. METIs offer balanced and relevant collections of digital and print resources that are accessible anytime, anywhere, and on any web-enabled computer, laptop or mobile device. Additionally, media and educational technology instructors promote literacy, cultivate a life-long love of reading, facilitate

professional development, and acquiring print and digital resources. METIs promote personalized and engaging learning experiences tailored to students.

Fulton County Schools provides the following digital resources for schools.

ELEMENTARY SCHOOLS

- **Kids Info Bits (GALE ONLINE DATABASE)** - Comprehensive collection of authoritative, cross curricular content targeted for students in grade kindergarten through 5th

ALL SCHOOLS (K – 12)

- **DESTINY**
  Online School Media Center Catalog
- **MACKINVIA**
  Access all electronic books and digital resources from this link
- **DISCOVERY EDUCATION**
  Extensive collection of digital media content
  http://www.discoveryeducation.com/
- **GALILEO**
  Georgia Library Learning Online – access to over 100 databases
  http://www.galileo.usg.edu
  See METI (Media Specialist) for passcode
- **SAFARI Montage**
  http://safari.fultonschools.org
  Extensive collection of digital media content

Online Textbooks

FCS provides students with access to online resources made available through the textbook company from which the textbooks and curriculum materials were purchased. The resources vary from company to company. Some include access to an online copy of the textbook and others include assessments and individualized activities for students to complete.

For K-5 Online Textbooks, please access via Launchpad at http://launchpad.fultonschools.org/

Students will need to enter their FCS username and passcode to access. Generally, the username is the student's ID number and the passcode is selected by the student. Once in the system the student should click the desired resource.

Online Learning Options

Fulton County Schools students have access to a variety on online options during their academic careers. FCS students taking middle or high school courses can supplement their face-to-face options by taking some of their courses online through Fulton Virtual (FVS) or Georgia Virtual (GAVS) while still enrolled at their home school. In some situations, students can take all their courses online though FVS or GAVS for a semester or more with their counselor's and principal's approval. Families interested in a permanent full time online curriculum would need to enroll in an external option which would require a student to withdraw from Fulton County Schools. Families interested in enrolling in an online course through Fulton or Georgia Virtual should reach out to their school counselors.

Fulton Virtual School (FVS)

Fulton Virtual provides competency based instruction that is flexibly paced to meet a student's academic needs. While students need to complete the course content by the end of the term, the rate a student works through a topic is flexible. Fulton Virtual's instructional model is like a flipped classroom where our teachers leverage the content in our LMS to deliver direct instruction. FVS teachers reteach and reassess until the learner demonstrates mastery and they use formative assessments to determine what remediation &/or enrichment each student needs to progress. Fulton Virtual courses are teacher-led; instructors work with students, parents/guardians and other interested parties (e.g., counselors) to deliver course learning objectives and support the academic needs of each student.

For information about courses and links to Fulton Virtual registration visit the Fulton Virtual page on the district website: www.fultonschools.org/fultonvirtual

Georgia Virtual (GAVS)

Georgia Virtual offers more than100 courses in the core content areas, world languages, and career and technical education (CTE), electives, and Advanced Placement. GAVS courses are structured like a traditional class with a fixed schedule and regular due dates.

For more information on Georgia Virtual Schools, visit the following website: http://www.gavirtualschool.org/

Additional Information

Families in Georgia have a legal right to information related to online learning options and the following is provided to help guide your educational decisions regarding online learning:

- Students may take Fulton and Georgia Virtual courses while still enrolled in their home school. All other external options would require a student to withdraw from Fulton County Schools.
- A student may take an online course even if the course is offered in the local school. If the online course is taken in lieu of any of the regular school day, there will be no charge to the student or parent. If an online course is chosen outside the school day, the student is responsible for the cost of the course.
- Availability of online courses taken at the school, during the school day, is subject to the availability of personnel to supervise online students and the capacity of the school to accommodate online learners on computers. Check with your school counselor for details regarding availability.
- Students may choose to take their virtual courses at home during the school day and need to work with their local schools for scheduling those courses. In a part time enrollment situation, students may take their virtual courses either in the morning or afternoon class periods. Then they can, with parent provided transportation, come in late to school or leave early to complete their virtual coursework.
- In grades 3-5, we currently only offer accelerated middle school courses on a part-time enrollment basis for our elementary students. FCS does not offer any full time virtual enrollment opportunities for elementary students.

Fulton County Schools currently offers part time online learning options to students in grades 3-12 and full time option for students in grades 6-12.

Below are the options for full time and part time online learning:

	Grades 3-5	Grades 6-8	Grades 9-12
Full-Time- Option	External Providers: • Connections Academy • Georgia Cyber Academy	• Fulton Virtual (Special Circumstances with school approval) External Providers: • Connections Academy • Georgia Cyber Academy	• Fulton Virtual (Special Circumstances with school approval) External Providers: • Connections Academy • Georgia Cyber Academy • Georgia Virtual School
Part-Time-Option	Fulton Virtual (For students taking accelerated Middle School Courses)	• Fulton Virtual External Provider: • Georgia Virtual School	• Fulton Virtual External Provider: • Georgia Virtual School