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Welcome to Third Grade

Together, we can help your child achieve educational excellence.

We encourage you to talk with your child about what they are learning and support their learning at home.

INSPIRE. ACHIEVE. EXCEL.

DCSD
Curriculum Connections
DeKalb County School District

The DeKalb County School District values a strong parent-school partnership and invites you to learn more about what your child will learn this year through this publication, Curriculum Connections.

DeKalb’s curriculum for grades K-12 is aligned to the state-adopted Georgia standards of excellence in language arts, mathematics, science, and social studies. In addition to core studies, students in DeKalb County schools are offered a variety of coursework to develop the whole child.

DeKalb County School District prepares students for college and careers through a laser focus on rigorous, relevant classroom instruction related to each child’s needs. The curriculum was developed by DeKalb teachers for DeKalb students and is aligned with the district’s mission to ensure student success, leading to higher education, work, and lifelong learning.

Each unit of study prioritizes essential concepts and skills students should master in that grade or course. The curriculum offers engaging learning experiences that are based on tasks that require critical thinking and application of knowledge in real-world situations. Instructional resources and digital tools, as well as support services, help every student reach their potential.



LANGUAGE ARTS

Students in Third Grade read a variety of topics with a focus on increasing their ability to gain understanding from text. Third graders read thoughtfully, discover details, extract meaning from what they read, and read more complex texts. The focus of Foundational Reading Skills is to develop students’ abilities to comprehend texts. Students read a variety of genres from a balance of literary and informational texts. Third graders are beginning to work independently on research projects and make their writing more sophisticated and meaningful. With some guidance and support, they use all aspects of the writing process for producing compositions and reports while also using technology to create and publish writing. They are becoming adept at summarizing main points from literary and informational texts and are using the more abstract skills of synthesis and evaluation in writing. By the end of the

Third Grade, students are more aware of the conventions of language, such as spelling and correct language usage.

Third grader's responses to questions are more logically developed as students show evidence of expanding language with increased vocabulary and a wider range of language structures. Third graders are aware of the many registers of language and they become flexible in their ability to vary language patterns in both speaking and writing. These students are ready to engage in abstract discussions as they respond to text and to life experiences. Students also write in a variety of genres.

While the Third Grade English Language Arts and Literacy Georgia Standards for Excellence (ELAGSE) make clear specific expectations for reading, it is important to note that several standards can be taught through a single task that challenges students' thinking.

.....
**THESE STUDENTS ARE READY TO ENGAGE IN
ABSTRACT DISCUSSIONS AS THEY RESPOND
TO TEXT AND TO LIFE EXPERIENCES.**
.....

Content standards for Third Grade are arranged within the following domains and clusters:

READING FOUNDATIONAL SKILLS

- Phonics and word recognition
- Fluency



READING LITERARY

- Key ideas and details
- Craft and structure
- Integration of knowledge and ideas
- Range of reading/Text complexity

READING INFORMATIONAL

- Key ideas and details
- Craft and structure
- Integration of knowledge and ideas
- Range of reading/Text complexity

WRITING

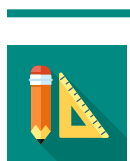
- Text types and purposes
- Production/Distribution
- Research/Present knowledge
- Range of writing

LANGUAGE

- Conventions of standard English
- Knowledge of language
- Vocabulary acquisition and use

SPEAKING AND LISTENING

- Comprehension and collaboration
- Presentation of knowledge and ideas



MATHEMATICS

Students in Third Grade are provided instruction to build mathematical concepts, procedures and skills. Instruction includes a balance of computational fluency, procedural fluency, and problem solving. These types of activities help build mathematical literacy for students to be successful with meeting and exceeding the expectations of the Georgia Standards of Excellence.

The Grade 3 curriculum focuses on four critical areas:

1. Developing understanding of multiplication and division and strategies for multiplication and division within 100
2. Developing understanding of fractions, especially unit fractions (fractions with numerator 1)
3. Developing understanding of the structure of rectangular arrays and of area
4. Describing and analyzing two-dimensional shapes

To achieve high levels of rigor in the mathematics classroom daily, Third Grade students will be asked to persevere and attend to precision on all math learning experiences.

Content standards for Third Grade are arranged within the following domains and clusters:

OPERATIONS AND ALGEBRAIC THINKING

- Represent and solve problems involving multiplication and division
- Understand properties of multiplication and the relationship between multiplication and division
- Multiply and divide within 100
- Solve problems involving the four operations and identify and explain patterns in arithmetic

NUMBER AND OPERATIONS IN BASE TEN

- Use place value understanding and properties of operations to perform multi-digit arithmetic

NUMBER AND OPERATIONS—FRACTIONS

- Develop understanding of fractions as numbers

MEASUREMENT AND DATA

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects
- Represent and interpret data
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures

GEOMETRY

- Reason with shapes and their attributes

Third Grade students will use a variety of strategies and math tools as they learn math. They will be asked to demonstrate their understanding using pictures, words, numbers, and concrete models. The use of technology is an integral part of supporting the teaching and learning of the content standards. Students will use problem-solving strategies and processes within the problem-based learning environment.



SCIENCE

Science consists of a way of thinking and investigating, as well as a developing body of knowledge about the natural world. To become literate in science, students need to possess a sufficient understanding of fundamental science content knowledge, an ability to engage in Science and Engineering Practices, and skill at using scientific and technological information correctly. Technology is infused into the curriculum and the safety of students will be foremost during instruction.

The Third Grade science curriculum engages students in making observations and using information obtained to answer questions. Communication skills allow students to record findings, analyze data, and recognize the importance of keeping records of observations without making alterations. Third graders add and subtract whole numbers mentally, on paper, and with a calculator. They observe, construct, and measure objects using ordinary hand tools. They observe things with many parts and describe the ways in which the parts influence or interact with one another. They represent objects in the real world with geometric figures, number sequences, graphs, diagrams, maps, and stories.

In Third Grade, students will:

- Use this information to explain physical attributes of rocks and soils
- Understand how fossils provide evidence of organisms that lived long ago and describe ways in which heat energy is transferred and measured
- Identify features of plants and animals within the geographical regions of Georgia
- Recognize the effects of pollution on the environment



SOCIAL STUDIES

In Third Grade, students begin a three-year study of United States history in which all four strands (history, geography, civics/government, and economics) are integrated. Students learn about American Indian cultures and the exploration and colonization of North America. The geography strand emphasizes the influence of geography on early U.S. history. In the civics/government strand, students learn about the elements of our representative democracy and their rights and responsibilities as good citizens. Students will extend and apply their understanding of basic economic concepts such as productive resources, opportunity costs, and interdependence.

Students will use visual literacy skills as they learn to examine artifacts such as photographs, charts, maps, and other primary sources. Additionally, Third Grade Social Studies students will:

MAP AND GLOBE SKILLS

- Draw conclusions and make generalizations based on information from maps
- Use latitude and longitude to determine location

INFORMATION PROCESSING SKILLS

- Draw conclusions and make generalizations
- Analyze graphs and diagrams
- Translate dates into centuries, eras, or ages



WORLD LANGUAGES/ DUAL LANGUAGE IMMERSION

The focus in Third Grade is on the development of cognitive skills through interpersonal, interpretive, and presentational communication. Students explore the following themes: school and the classroom; self; family and home; foods and restaurants; sports and leisure; community, places, and people; and animals and their habitats. Language learning will be supported by comprehensible input strategies. The target language is the mode of communication between the learner and the teacher.

The Third Grade curriculum emphasizes the areas of Interpersonal Mode of Communication (IP); Interpretive Mode of Communication (INT); Presentational Mode of Communication (P); Cultural Perspectives, Practices, and Products (CU); and Connections, Comparisons, and Communities (CCC).

INTERPERSONAL MODE OF COMMUNICATION

- Use expressions of courtesy
- Make simple requests
- Comprehend basic directions
- Ask for clarification
- Give simple descriptions
- Use sequenced information
- Ask rehearsed questions using the themes
- Answer questions pertaining to self, family, and school
- Demonstrate proficiency using correct intonation and pronunciation

INTERPRETIVE MODE OF COMMUNICATION

- Demonstrate proficiency in listening and reading comprehension
- Identify main ideas and some details when reading and listening
- Demonstrate understanding of simple instructions
- Recognize gestures, body language, and intonation in a message

PRESENTATIONAL MODE OF COMMUNICATION

- Share information about self, family, and surroundings
- Write simple sentences about self, others, and surroundings
- Label picture and write storyboards

CULTURAL PERSPECTIVES, PRACTICES, AND PRODUCTS

- Identify practices and products of the target culture
- Participate in culturally authentic activities
- Identify symbols and landmarks of places where the target language is spoken
- Identify significant people from the target language culture
- Identify similarities and difference between different cultures

CONNECTIONS, COMPARISONS, AND COMMUNITIES

- Connect basic skills learned in the target language with other subjects
- Compare patterns of spoken and written communication
- Demonstrate awareness of their own culture
- Recognize similarities and differences in sound and writing systems
- Identify United States locations where the target language is used
- Identify where the target language and cultures are found outside the classroom setting

DUAL LANGUAGE IMMERSION

The district implements a 50/50 immersion model. Students learn the content-specific standards of the Georgia Standards of Excellence for mathematics, science, and target language literacy through use of the target language (French, Spanish

or German). Speaking, listening, reading, and writing are also addressed in the immersion classroom. In the partner classroom, students study literacy and social studies, as well as receive math support in English. The immersion program provides important benefits to students in the areas of cognition, achievement, and linguistics.

Enhanced Cognitive Skills—Immersion students typically develop more flexible thinking and greater non-verbal problem-solving skills (Met, 1998). The learning processes that students use make them pay closer attention and think harder. Bilingual brains demonstrate a greater capacity for spatial reasoning and motor control.

Linguistic—Students who complete the immersion program from kindergarten through fifth grade are expected to perform at the language proficiency level of traditional high school students.

Achievement—Studies consistently show that immersion students achieve as well as or better than non-immersion peers on standardized measures of verbal and mathematics skills administered in English (Cloud, Genesee & Hamayan, 2000). Students demonstrate a high-level ability to solve problems—a 21st century skill needed in the workplace. Immersion students possess skills that give them a competitive advantage, not only in pursuing continuing educational opportunities, but also an advantage with peers.

Cultural Sensitivity—Dual language immersion students develop an appreciation for cultures and cross-cultural understanding. They demonstrate more positive attitudes toward other cultures and a greater appreciation for the global society.

The National Standards for 21st Century Language Learning are organized into five categories; Interpersonal Communication (person-to-person); Presentational Speaking (spoken language production); Presentational Writing (written language production); Interpretive Listening (understanding what is heard); and Interpretive Reading (understanding what is read).



VISUAL AND PERFORMING ARTS

Arts education contributes to the intellectual, social, and emotional growth of every child. The goals of the Visual and Performing Arts Program are to provide the five foundational domains of the Georgia Performance Standards that include: meaning and creative thinking, contextual understanding, production and response, assessment and reflection, and real life connections. The fine and performing arts curriculum is designed to develop the unique mental capabilities that foster flexible, original, divergent, fluent, creative, and imaginative thinking. While art enhances learning in all subject areas by providing auditory, visual, and sensory experiences, it has intrinsic value and is worth learning for its own sake. The comprehensive program fosters the creative potential of every learner.

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THROUGH THE FINE AND PERFORMING ARTS COURSES, STUDENTS EXPLORE ART HISTORY, ART CRITICISM, AESTHETIC PERCEPTION, AND ART PRODUCTION.
.....

VISUAL ARTS

The visual arts program is designed to help Third Grade students acquire the knowledge and skills embedded in an arts integrated curriculum. Third Grade students who participate in the visual arts program learn about the Principles and Elements of Design that are found in all artworks. Students are given the opportunity to learn about arts and artists from around the world and through the centuries. Students learn about art and are given opportunities for real-life connections by creating artwork of their own such as paintings, drawings, and 3-D pieces.

Students in the Third Grade visual arts program are exposed to, but not limited to the following Georgia State Standards/objectives and expectations for mastery:

- Art work subject matter
- Focal point
- Art work theme/Design elements
- Picture plane: Foreground/Background
- Geometric forms
- Organic shapes
- Identifies intermediate and complementary colors, the color wheel, and tints and shades
- Visual verbal journals with pictures and writing critiques

PERFORMING ARTS

Third graders in the performing arts program learn about the fundamentals of dance, drama, and performance. Students are given the opportunity to learn about drama, dance theory, and performing artists from around the world and through the centuries. Students learn how to master their craft and are given opportunities to make real-life connections by practicing in studio sessions/classes. Performing arts students show mastery by performing dance and/or in dramatic productions.

Students in the Third Grade performing arts program are exposed to, but not limited to, the following Georgia State Standards/objectives and expectations for mastery:

DANCE

- Identify and demonstrate movement elements, skills, and terminology in dance
- Demonstrate and understand dance in various cultures and historical periods
- Recognize connections between dance and wellness
- Demonstrate an understanding of creative and choreographic principles, processes, and structures

DRAMA

- Identify and demonstrate movement elements, skills, and terminology in drama
- Demonstrate and understand drama in various cultures and historical periods
- Recognize connections between the stage, audience, and actors/actresses
- Demonstrate an understanding of creative and dramatic principles, processes, and structures



GENERAL MUSIC

General Music (K-5) is an essential element in the fabric of a fully developed human being.

The study of music in grades K-5 uniquely embraces a sequential and quality performance-based curriculum that is developmentally appropriate to all learners.

The district provides a curriculum based on the belief that music education is a lifelong process that is sequential and skill based. Studies have proven that music fosters the development of brain-based concepts of learning and provides a framework where students can learn intrapersonal and interpersonal skills. Most importantly, music education involves, enhances, and contributes to the life of the

community. It is the mission of the DeKalb County School District to enable every student to become artistically literate, creative, and engaged in lifelong music education.

The goal of the music department is to contribute to each student's growth and development in the creative, artistic, and intellectual domains through an arts-integrated curriculum. This involves a unified approach to education (parents, community, and school) coupled with the delivery of a planned, sequential, and developmentally appropriate instructional curriculum. The music education curriculum is designed to help students acquire the knowledge and skills embedded in an arts integrated curriculum. There is no subject that better demonstrates the cross-curricular integration of language arts, social studies, history, mathematics, and foreign language than music education.

The Third Grade course of study in general music focuses on musical skills, techniques, performance, creation, critical analysis/investigation, and understanding the cultural and historical context of music. The spiral curriculum includes the musical elements of melody, rhythm, expression, timbre, form, harmony, and texture, as well as culture, style, and notation. Students participate through singing, playing instruments, reading music, listening, moving, analyzing, and creating music. Students learn to connect music with other arts and subject matter beyond the arts. This comprehensive and sequential music curriculum provides opportunities for every student in kindergarten through fifth grade to develop musical skills as a part of his or her intellectual, aesthetic, and creative development. Classes meet for a minimum of 30-60 minutes per week.

Based on the Georgia state standards, students in Third Grade are expected to learn skills and techniques/performance that include:

- Listening to, analyzing, and describing music
- Distinguishing between repeating and contrasting sections, phrases, and simple formal structures, e.g., AB, ABA, and rondo
- Describing music using appropriate vocabulary (*allegro*, *adagio*, *forte*, *piano*, upward, downward), and appropriate mood and timbre adjectives
- Identifying and classifying classroom and various orchestral instruments by sight and sound
- Orally distinguishing between solo vs. ensemble and accompanied vs. unaccompanied singing
- Evaluating music and music performances including musical performances of themselves and others
- Explain personal preferences for specific musical works and styles using appropriate vocabulary



HEALTH AND PHYSICAL EDUCATION

The Health and Physical Education (HPE) program is an integral part of the total education of every child. The role of a quality HPE program is to contribute to each student's growth and development in the physical, cognitive, and social domains through a movement-based curriculum. This involves a unified approach to education (parents, community, and school) coupled with the delivery of a planned, sequential, and developmentally appropriate instructional curriculum.

The HPE Program is designed to help Third Grade students acquire the knowledge, skills, attitude and confidence needed to adopt and maintain a physically active and healthy lifestyle. All third graders will have the opportunity to participate in a quality health and physical education program that will promote the whole child by providing psychomotor, cognitive, and affective benefits.

Every student in Third Grade is required to participate in a minimum of 90 contact hours of instruction in health and physical education. Per Board policy IEDA, all Third Grade students shall have at least 15 minutes of supervised, unstructured break time (recess) each day.

Per Board policy IDB, all students in grades K-12 are required to participate in a comprehensive health and physical education program that includes the following:

1. Alcohol and other drug use
2. Disease prevention
3. Environmental health
4. Nutrition
5. Personal health
6. Sex education/AIDS education*
7. Safety
8. Mental health
9. Growth and development
10. Consumer health
11. Community health
12. Health careers
13. Family living
14. Motor skills
15. Physical fitness
16. Lifetime sports
17. Outdoor education
18. Fitness assessment

**Sex and AIDS education is further addressed in Board policy IDBA. The sex education program in the DeKalb County School District encompasses physiological, biological, and psychological education. From the biological and physiological perspective, the program deals simply with the anatomy of the reproductive systems. From the psychological perspective, students will acquire factual knowledge, skills, and attitudes that will lead to behavior that contributes to the well being of the individual, the family, and society.*

Parents and legal guardians may exercise the option to exclude their child from sex education and AIDS prevention instructional programs. Upon request, the curricular and instructional resources and materials will be provided to the parent or legal guardian for review. Any parent or legal guardian of a child scheduled to receive sex education instruction has the right to elect in writing to opt their child out of this course of study.

All certified physical education teachers are required to administer the FitnessGram, an annual fitness assessment approved by the Georgia Department of Education, to all Third Grade students enrolled in physical education classes.



CHARACTER EDUCATION

Georgia law mandates that character education be taught in all public schools. The comprehensive character education program focuses on the students' development of the following character traits: courage, patriotism, citizenship, honesty, fairness, respect for others, kindness, cooperation, self-respect, self-control, courtesy, compassion, tolerance, diligence, generosity, punctuality, cleanliness, cheerfulness, school pride, respect for others, patience, creativity, sportsmanship, loyalty, perseverance, and virtue.



GIFTED EDUCATION

The Gifted Program aims to bring exceptionally talented children together to experience a variety of challenging activities supported by teachers in the area of gifted education and provide guidance for parents/guardians of gifted students. Third through fifth grade gifted instruction shall focus on developing cognitive, learning, research and reference, and metacognitive skills.

The State of Georgia requires schools to service gifted students in grades 3-5 using at least one of the following classroom models:

RESOURCE MODEL

- Students are "pulled out" for a minimum of 225 minutes per week
- Teachers are gifted certified
- The teacher/student ratio is 1:23 for elementary
- Lessons are interdisciplinary, enrichment and extension activities

CLUSTER GROUPING

- Twelve or fewer gifted students may be served in a regular classroom setting
- Gifted endorsed teacher
- Differentiated curriculum in content, process, product and/or assessments

ADVANCED CONTENT

- Minimum of one core content class
- Gifted endorsed teacher
- 1:25 teacher/student ratio
- Accelerated curriculum emphasizing process skills, problem-solving activities, research projects, and other higher order thinking skills



COUNSELING AND ADVISEMENT

The counseling program aligns with specific standards from the Georgia Standards of Excellence. This alignment affords school counselors the opportunity to help students meet these college and career readiness standards. It also helps school counselors support academic instruction when providing individual and small group counseling by focusing on standards and addressing a student's developmental needs.

The delivery methods are organized in three broad domains: academic, career, and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions for each domain are as follows:

Academic Development—Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Career Development—Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work, and from job to job across the life span.

Social/Emotional Development—Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

CATEGORY 1: MINDSET STANDARDS

School Counselors encourage the following mindsets for all students:

1. Belief in development of whole self, including a healthy balance of social/emotional and physical well-being
2. Self-confidence in ability to succeed
3. Sense of belonging in the school environment
4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
6. Positive attitude toward work and learning

CATEGORY 2: BEHAVIOR STANDARDS

Students will demonstrate the following standards through classroom lessons, activities, and/or small-group counseling:

LEARNING STRATEGIES

1. Critical thinking skills to make informed decisions
2. Creativity
3. Use of time-management, organizational, and study skills
4. Self-motivation and self-direction to learning
5. Media and technology skills
6. High standards of quality
7. Identification of long- and short-term academic, career and social/emotional goals
8. Actively engaging in challenging coursework
9. Ability to gather evidence and consider multiple perspectives to make informed decisions
10. Participate in enrichment and extracurricular activities

SELF-MANAGEMENT SKILLS

1. Ability to assume responsibility
2. Self-discipline and self-control
3. Ability to work independently
4. Ability to delay immediate gratification for long-term rewards

5. Perseverance to achieve long- and short-term goals
6. Ability to overcome barriers to learning
7. Effective coping skills when faced with a problem
8. Ability to balance school, home, and community activities
9. Personal safety skills
10. Ability to manage transitions and ability to adapt to changing situations and responsibilities

SOCIAL SKILLS

1. Use of effective oral and written communication skills and listening skills
2. Ability to create positive and supportive relationships with other students
3. Ability to create relationships with adults that support success
4. Empathy
5. Ethical decision-making and social responsibility
6. Use effective collaboration and cooperation skills
7. Use of leadership and teamwork skills to work effectively in diverse teams
8. Advocacy skills and ability to assert self, when necessary
9. Social maturity and behaviors appropriate to the situation and environment



SPECIAL EDUCATION

Special Education is specially designed instruction, support, and related services provided to students, ages 3 through 21, with an identified disability requiring an individually designed instructional program to meet their unique learning needs. The purpose of special education is to enable students to successfully develop to their fullest potential by providing, as appropriate, instruction to meet and address the needs of that student and ensure access to the general curriculum. Students are eligible for special education and related services when they qualify as a student with one or more of the following disability categories:

- Autism
- Deafblind
- Deaf/Hard of Hearing (D/HH)
- Emotional and Behavioral Disorder
- Intellectual Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Significant Developmental Delay
- Specific Learning Disability
- Speech-Language Impairment
- Traumatic Brain Injury
- Visual Impairment and Blindness

Legal requirements require that students with disabilities have access to the general education curricula and the opportunity to learn the same skills and concepts as their non-disabled peers. Special Education services are provided at all public schools based on the student’s needs. Additional specialized programs, classrooms, and services are also offered at various schools and programs in specific regions within the district. Supports and related services are also designed to meet unique needs of students with disabilities and to enable access to the general education curriculum.



THE PURPOSE OF SPECIAL EDUCATION IS TO ENABLE STUDENTS TO SUCCESSFULLY DEVELOP TO THEIR FULLEST POTENTIAL.



The district provides the various programs and services throughout the district across a wide continuum of care. The following settings are available:

CONSULTATION

Student with disability receives at least one segment per month of direct service in the general or special education classroom.

SUPPORTIVE INSTRUCTION

Student with disability receives service from personnel other than a certified special education teacher (e.g., paraprofessional or sign language interpreter) in the general education classroom.

COLLABORATION

A special education teacher provides service to students with disabilities and shares teaching responsibilities with two general education teachers within an instructional segment in the general education classroom. The special education teacher is in each general education class for half of the instructional segment.

CO-TEACHING

The special education and general education teacher provide service to students with disabilities and share teaching responsibilities for all students in the general education classroom. The special education teacher is in the general education class for the full instructional segment.

SPECIAL EDUCATION SETTING

The special education teacher provides service to students with moderate, mild, severe, or profound disabilities in a special education classroom.

To further support the student and to help the student advance appropriately toward attaining his or her educational goals, students may also be considered for related services. Related services are additional corrective and supportive services that are required to assist a child with a disability to benefit from special education, and include the following areas or services:

- Audiological services
- Psychological services
- Speech-language pathology
- Physical therapy
- Occupational therapy
- Social work services
- Counseling services, including rehabilitation services
- Orientation and mobility services

- Interpreting services
- School nurse services
- Medical services for diagnostic or evaluation purposes
- Recreation, including therapeutic recreation
- Early identification and assessment
- Parent training
- Transportation

Students, if applicable, are active participants in their IEP development and implementation. They work with their teachers, sharing learning goals and understanding how their learning is progressing, what next steps they need to take, and how to take their learning to higher levels.

In addition to teaching the general education curriculum standards, teachers within the special education department have access to a supplemental curriculum for students with intellectual disabilities. Unique Learning System™ is an online, standards-based curriculum specifically designed for students with special needs to access the general curriculum. Teachers use the interactive, differentiated, thematic units of study with various instructional technology and assistive technology equipment and devices so that students have multiple opportunities to demonstrate ability and mastery of content, as well as participate in engaged exploration of the various content offered by the general education curriculum.



ENGLISH TO SPEAKERS OF OTHER LANGUAGES

The EL Studies Program provides language support services to students whose primary or home language is other than English and who are not yet proficient in English. These services are provided through the English to Speakers of Other Languages Program (ESOL) until they attain proficiency and are able to perform on standardized assessments at the same level of their English-speaking peers. ESOL services are provided using different instructional delivery models that depend on the language proficiency and grade levels of the students.

ESOL instruction develops skills in listening, speaking, reading, and writing in:

- Social Instructional Language
- Academic Language of Language Arts
- Academic Language of Mathematics
- Academic Language of Science
- Academic Language of Social Science

Students may receive instruction through one of our programs:

Intensive English Program—Third to twelfth grade qualifying students are taught social and instructional language and content area (math, science, social studies, and language arts) language, school culture, and classroom routines.

ESOL Services at the Local Schools—Kindergarten to twelfth grade qualifying students are taught social and instructional language and content areas (math, science, social studies, and language arts) at their home schools.

The EL Studies program is committed to provide each English Learner with culturally responsive and effective instruction taught by teachers who are fully certified experts in their field.



TESTING

The state of Georgia requires the assessments of all students enrolled in its K–12 public schools.

Aside from their accountability features, assessments also provide volumes of information regarding the progress of students and schools. Educators gain large amounts of data for analysis and use it in planning, and parents can gain valuable information about the academic growth of their student.

The mission of the DeKalb County Schools District’s assessment program parallels the Georgia Department of Education mission. It is designed to measure student achievement relative to the state mandated curriculum, identify students failing to achieve mastery of content, provide teachers with diagnostic information, and assist school systems in identifying strengths and weaknesses in order to establish priorities in planning educational programs.

DeKalb students participate in classroom, district, and state assessments which includes customized summative tests at the elementary, middle, and high school levels.

TESTING IN THIRD GRADE

All Third Grade students participate in the Measures of Academic Progress (MAP), Benchmark Assessments, and Georgia Milestones Assessment (End of Grade). Qualifying students participate in the Cognitive Abilities Test (CogAT), ACCESS for ELLs, and Georgia Alternate (GAA) Assessment.

MEASURES OF ACADEMIC PROGRESS

MAP assessments, administered three times during the course of the school year, measure what a student knows, is ready to learn, and is projected to achieve. It is currently

used district-wide as one of the tests used to determine gifted eligibility. MAP is a computer-based adaptive assessment that delivers key information about students’ performance levels and instructional needs. MAP also provides a learning continuum for teachers to utilize as an instructional guide to help students attain the core skills necessary to achieve grade level proficiency.

DEKALB COUNTY SCHOOL DISTRICT BENCHMARKS

DeKalb County School District Benchmarks were created specifically for the district through a collaborative effort with University of Georgia and district level content specialists. All benchmarks infuse state-adopted content standards into targeted unit assessments that are designed to measure student proficiency following classroom instruction. Based on the results, instruction can then be modified to increase student performance in an effort to improve overall achievement and readiness. Students in grades 1 through 8 will be assessed in English Language Arts, mathematics, science and social studies. High School students will be assessed in the corresponding course in which they are enrolled, Coordinate Algebra, Analytic Geometry, Economics, US History, Biology, Physical Science, American Literature and Ninth Grade Literature.

GEORGIA MILESTONES END OF GRADE

The Georgia Milestones End of Grade Assessment is a comprehensive summative assessment program that measures how well students have gained knowledge and skills outlined in the state-adopted content standards in English Language Arts, mathematics, science and social studies. Students in grades 3 through 8 take an end of grade assessment in English Language Arts and mathematics while students in grades 5 and 8 are also assessed in science and social studies. It is designed to not only provide information about how well students are mastering the state-adopted content standards in the core content areas of English Language Arts, mathematics, science and social studies, but to also provide students with information about their achievement and their readiness for their next level of learning.

COGNITIVE ABILITIES TEST

The CogAT assessment appraises the cognitive development of students and measures students’ learned reasoning abilities in three cognitive domains: verbal reasoning, quantitative

reasoning, and nonverbal reasoning. The Verbal Battery assesses student’s ability to use research retrieval, and comparison processes that are essential for verbal reasoning. The Quantitative Battery assesses students’ abilities to reason about patterns and relations using concepts that are essential in quantitative thinking. The Nonverbal Battery assesses student’s abilities to reason with somewhat more novel questions that use spatial and figural content. The CogAT is a reliable and valid tool that assists in planning effective instructional programs and adapting instruction to enhance the student’s chances of success in learning.

ACCESS FOR ENGLISH LANGUAGE LEARNERS

ACCESS for ELLs is used to determine the English language proficiency levels and progress of ELLs in the domains of speaking, listening, reading, and writing. EL students in grades K-12 complete the ACCESS test. The ACCESS is administered in two modes: paper/pencil and online. Students in grades K-3 are administered the paper pencil version of the ACCESS test, while students in grades 4-12 are administered the assessment on-line. The ACCESS for English Language Learners measures language proficiency and is designed to monitor the progress of ELLs. The results of the ACCESS test are used to inform classroom instruction and assessment. It also provides meaningful and reliable data for decision-making and accountability at the local school level and district level.

GEORGIA ALTERNATE ASSESSMENT

In an effort to ensure that the principles of the Elementary Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA) have been met, the Georgia Alternate Assessment (GAA) was developed so that students with significant cognitive disabilities have access to a general state mandated curriculum that encompasses challenging academic standards. The U.S. Department of Education (USDOE) defines an alternate achievement standard as one that “sets an expectation of performance that differs in complexity from a grade-level achievement standard.” Students with significant cognitive disabilities are assessed using a portfolio based alternate assessment based on these alternate achievement standards. The alternate achievement standards are aligned to state academic content standards, although they may reflect pre-requisite or entry-level skills. The GAA portfolio is a demonstration of student achievement and progress relative to selected skills that are aligned to the Georgia curriculum in the four content areas of English Language Arts, Mathematics, Science and Social Studies.



PARENT PORTAL

The DeKalb County Schools Campus Portal is a confidential and secure website that allows parents/guardians to log in and view their child’s progress in school. The goal of the Campus Portal is to create a better partnership between parents and teachers.

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URL: <HTTPS://CAMPUS.DEKALB.K12.GA.US/CAMPUS/PORTAL/DEKALB.JSP>

DISTRICT CODE: FLZLHV

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You need to retrieve an activation code before you can create a username and password. You may visit the Portal and click on DCSD Portal Account Activation. You will be prompted to enter your child’s 7-digit DCSD student number, your child’s 9-digit social security number, and your child’s date of birth. When this information has been entered, click **Submit**. If you are successful in retrieving your activation code, click **Activate Your Parent Portal Account Now** to create your username and password. If you are still unsuccessful, please contact your child’s school and be prepared to visit the school with a picture ID to receive your activation code. **Note: Please do not use a numeric only username as it may conflict with a student account.**

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