



The
Basic Education Program
for North Carolina's
Public Schools

North Carolina Department of Public Instruction
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Raleigh, North Carolina

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Basic Education Program Milestones

July, 1983	General Assembly directs State Board of Education to define and cost out a basic education program.
October, 1984	State Board of Education approves the Basic Education Program.
February, 1985	State Board of Education revises Basic Education Program.
June, 1985	General Assembly enacts legislation directing State Board of Education to adopt a basic education program. <i>(Chapter 479 Section 55 + the 1985 Session)</i>
September, 1985	State Board of Education adopts Basic Education Program.
November, 1985	State Board of Education revises promotion standards.
December, 1985	State Board of Education revises instructional time provision.
January, 1986	State Board of Education revises Basic Education Program.
March, 1987	State Board of Education revises Basic Education Program.
February, 1988	State Board of Education revises Basic Education Program.
April, 1991	State Board of Education revises instructional time.
June, 1992	State Board of Education revises high school graduation requirements.
July, 1992	State Board of Education revises vocational education.
May, 1994	State Board of Education revises promotion standards.

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I. Introduction

The Basic Education Program for the State of North Carolina is just that: basic. The pages that follow describe the program, the purpose and the components. Because this program is basic, it does not describe an ideal education program. Rather, it describes a program of instruction which is fundamentally complete and which would give the student a thorough grounding in these areas: arts education, English Language Arts (communication skills), information skills and computer skills, second languages, healthful living, mathematics, science, social studies, and vocational education.

The premise that there is a common core of knowledge and skills which every child shall command when he or she graduates from high school is essential to the concept of a basic education program. As defined, a basic education program is not one dimensional. Indeed, it must address all aspects of a child's development, from kindergarten through high school, or else it cannot properly be termed basic. The arts, for example, are an essential part of the basic program—as essential, for instance, as mathematics or second languages are to the development of well-rounded citizens. see pg 49

Another distinguishing feature of the Basic Education Program is that it does not encourage learning in the content areas such as mathematics and social studies at the expense of instruction in areas such as library skills, which enable students to continue learning after their classroom days have ended. It is said that our knowledge about the world in which we live roughly doubles every 10 years. The child who is ill-equipped to continue learning after his or her formal education has ended will be far less able to adapt to changes at home and in the workplace.

Each of the following sections briefly describes the purpose of each component, the arts, social studies, etc., and outlines the content sequence. The course of study outlined is a continuum, and the knowledge and skills imparted in each grade level build upon and reinforce what has previously been taught. The curriculum descriptions contained here summarize the *Standard Course of Study* which is a part of the Basic Education Program.

The program also includes—as it must, if it is to be successful— support services, such as guidance and psychological services; promotion standards; special programs, such as in-school suspension and Chapter I; programs for exceptional children; equipment and material needs; staffing ratios; staff development; and facility standards.

Each local education unit must offer all components of the Basic Education Program, with these exceptions:

1. The offering of courses listed as electives in the appendix is at local discretion.
2. The local unit must meet the minimum requirements for vocational courses specified and may go beyond this number.
3. A local school board may petition the State Board of Education for a waiver from a component of the Basic Program if the local board feels the component in question is not appropriate for its local situation. (Note: Separate from Performance-Based Accountability Program waivers.)

The program described in this document is what each child in the North Carolina public schools is guaranteed. Any local administrative unit may provide programming, facilities, staffing, or other resources beyond those described here at local expense.

II. The Curriculum

Purposes of the Basic Curriculum

The primary purposes of the basic curriculum are (1) to help students become responsible, productive citizens, and (2) to help students achieve a sense of personal fulfillment. While it is sometimes difficult to separate the specific competencies underlying these purposes, it is clear students must develop specific competencies needed to gain employment or continue their education. These competencies include thinking and reasoning skills, information and technology skills, and the basic content and process knowledge provided within a core curriculum - arts education, English Language Arts (communication skills), healthful living, guidance, mathematics, science, second language studies, social studies, and vocational education.

To succeed in an ever-changing society, children must develop the ability to maintain a positive attitude toward themselves, a sense of independence and responsibility for themselves, a positive attitude toward others including those from different cultures, a respect for the rights of others, a sensitivity to others' needs and feelings, a sense of responsibility to others, a willingness to cooperate with others in working toward a common goal, and the ability to understand and cope with a constantly changing society.

To help students develop these competencies and become responsible, productive citizens who have a sense of personal fulfillment, the basic curriculum must rest on commonly accepted principles of learning. First among these principles is the importance of integrating the curriculum—of emphasizing the understanding of concepts and processes over the mere acquisition of isolated facts. Stressing the mastery of integrated knowledge helps students move from what is known to an understanding of the unknown, to see relationships and patterns and to begin to make generalizations, to understand the interrelatedness of the subject areas and skills areas, and to succeed in learning. An integrated curriculum helps students learn how to learn.

A second principle considered in the development of the basic curriculum is that learners are more likely to attempt those tasks at which they feel they can succeed, and which are relevant to their lives. If students are to be successful in school and if they are to pursue lifelong learning, they must see learning as fulfilling and worthwhile. The basic curriculum is, therefore, a program of continuous learning based upon the individual student's needs, interests, and stages of development. The curriculum provides opportunities for the student to develop self-expression, to learn to communicate effectively, to maintain and develop both physical and emotional health, to choose among curriculum electives, and to become an active participant in the learning process. The basic program emphasizes the importance of personalizing the curriculum and helping each student to reach his or her maximum potential.

The basic curriculum represents the program which should be provided for all children in North Carolina. The following subject area descriptions are summaries of the *Standard Course of Study* which is directed toward helping students to achieve responsible, productive citizenship and personal fulfillment. As the curriculum itself changes to meet the needs of a changing world, the State Board of Education will modify or expand, as necessary, the Basic Education Program. Unless noted otherwise, the appropriate class size in grades K-3 is 23; in grades 4-12, 26.

The *Standard Course of Study* shall be available to all students (kindergarten through grade 12) and required of all students through grade 5. In Grades 6-8, students will continue the *Standard Course of Study* but may have choices in three areas. In the arts, all four disciplines will be available with students being required to take at least one each year. Second language studies (Grades 6-8) and vocational education (Grades 7-8) will be available to all students but not required. Competencies in Computer Skills, Information Skills, and Guidance may be provided in a separate course or through content integration.

Thinking and Reasoning Skills

To become productive, responsible citizens and to achieve a sense of personal fulfillment, students must develop their ability to think and reason. It is no longer adequate for students to simply memorize information for recall. If graduates are to function effectively now and in the 21st century, they must be able to acquire and integrate new information, make judgments, apply information, and reflect on learning.

Research during the 1960s in cognitive psychology has led to the study of the processes that underlie learning. Although there are numerous models of intelligence and learning, the following guiding assumptions serve as the foundation for a thinking framework for North Carolina public schools.

- All students can become better thinkers.
- Thinking is content dependent and influenced by the learner's prior knowledge of that content.
- The teaching of thinking should be deliberate and explicit with an emphasis on the transfer and application of thinking processes and skills.
- Thinking is improved when the learner becomes aware and takes control of thinking processes and skills.
- Curriculum, instruction, and assessment should be aligned to enhance the teaching of thinking.
- Improving student thinking will require fundamental changes in the school culture, including lesson design, student assessment, classroom organization, and school governance.
- Over-emphasis on factual recall inhibits the development of thinking.
- Schools must become "homes for the mind" where educators model thoughtful behavior-decision making, problem solving and other thinking processes.
- Efforts to improve thinking within a school or school system should be guided by a conceptual framework and comprehensive plan.
- There is no single best program for the teaching of thinking.

The Department of Public Instruction has adopted *Dimensions of Thinking* (1988) as the framework for the revised curriculum. The more recent work, *Dimensions of Learning* (1994), builds on the theory and research from *Dimensions of Thinking* and provides direction from a practitioner's perspective.

Dimensions of Thinking

- **Thinking Skills:** These are specific cognitive operations-the building blocks of thinking. Examples are observing, recalling, comparing, and ordering.
- **Thinking Processes:** These are complex sequences of thinking skills. Different processes involve variable sequences of thinking skills. They occur over time.
- **Creative Thinking:** This is the ability to form new combinations of ideas to fulfill needs. It is generative in nature and is usually judged by outputs.
- **Critical Thinking:** This is reasonable, reflective thinking-deciding what to believe. It is evaluative in nature and helps one not to be blinded by his/her own point of view.
- **Metacognition:** This is the awareness of one's own self as a thinker.

Marzano, R.J. et. al. (1988). *Dimensions of Thinking*, Alexandria, Va.: Association for Supervision and Curriculum.

Summaries of Content Areas

The following summaries of content areas from the *Standard Course of Study* reflect newer views of how students learn and of how a curriculum framework supports the integration of various disciplines within the total curriculum. They emphasize conceptual learning rather than the acquisition of isolated facts and encourage active learning, communication, problem solving, collaboration, and assessment as an integral part of the instructional process.

* For a full description of the curriculum, see the North Carolina *Standard Course of Study*.

Arts Education K-12

Arts Education is based upon National Standards and encompasses four arts disciplines: dance, music, theatre, and the visual arts. The 1994 National Standards for Arts Education outline what students should know and be able to do in the arts. The following excerpt from those Standards offers a summary of the K-12 Program.

There are many routes to competence in the arts disciplines. Students may work in different arts at different times. Their study may take a variety of approaches. Their abilities may develop at different rates. Competence means the ability to use an array of knowledge and skills. Terms often used to describe these include creation, performance, production, history, culture, perception, analysis, criticism, aesthetics, technology, and appreciation. Competence means capabilities with these elements themselves and an understanding of their interdependence; it also means the ability to combine the content, perspectives, and techniques associated with the various elements to achieve specific artistic and analytical goals. Students work toward comprehensive competence from the very beginning, preparing in the lower grades for deeper and more rigorous work each succeeding year. As a result, the joy of experiencing the arts is enriched and matured by the discipline of learning and the pride of accomplishment. Essentially, the Standards ask that students should know and be able to do the following by the time they have completed high school:

They should be able to communicate at a basic level in the four arts disciplines — dance, music, theatre and the visual arts. This includes knowledge and skills in the use of the basic vocabularies, materials, tools, techniques, and intellectual methods of each arts discipline.

They should be able to communicate proficiently in at least one art form, including the ability to define and solve artistic problems with insight, reason, and technical proficiency.

They should be able to develop and present basic analyses of works of art from structural, historical, and cultural perspectives, and from combinations of those perspectives. This includes the ability to understand and evaluate work in the various arts disciplines.

They should have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods, and a basic understanding of historical development in the arts disciplines, across the arts as a whole, and within cultures.

They should be able to relate various types of arts knowledge and skills *within and across the arts disciplines*. This includes mixing and matching competencies and understandings in art-making, history and culture, and analysis in any arts-related project.

As a result of developing these capabilities, students can arrive at their own knowledge, beliefs, and values for making personal and artistic decisions. In other terms, they can arrive at a broad-based, well-grounded understanding of the nature, value, and meaning of the arts as a part of their own humanity.

English Language Arts K-12 (COMMUNICATION SKILLS)

Competency Goals

The English Language Arts curriculum reflects the spiraling and integrated nature of language. It contains the same four goals for kindergarten through grade 12. These goals are:

Goal 1: The learner will use strategies and processes that enhance control of communication skills development.

This goal refers to metacognition, the awareness of and control over one's cognitive processes including commitment, attitudes, and attention. It is knowing about one's own learning. Learners who are proficient in this goal are aware of thinking and learning strategies and when to apply them in preparation, engagement, and response.

Goal 2: The learner will use language for the acquisition, interpretation, and application of information.

This goal begins with the acquisition of information and progresses to include interpretation and application. Learners who are proficient in this goal develop an initial understanding by identifying, collecting, and selecting information. In addition, they develop a more complete understanding by organizing and using information.

Goal 3: The learner will use language for critical analysis and evaluation.

This goal focuses on establishing a critical stance to form opinions, make judgments, and evaluate quality. Learners who are proficient in this goal must stand apart from the selection, information, or experience and consider it objectively. In addition, they will be able to use criteria to compare and contrast, assess validity and accuracy, determine value, and judge relevance and importance.

Goal 4: The learner will use language for aesthetic and personal response.

This goal calls for a personal reflection and reaction to selections, situations, and events. Learners who are proficient in this goal are able to respond and reflect from a personal perspective as they connect their background knowledge and experience to selections, situations, and events. They can experience vicariously, recognize and consider cultural and historical significance, and respond critically and creatively.

Strands

There are no separate goals for reading, writing, speaking, listening, and viewing strands. Separate narrative sections in *The Teacher Handbook* address some of the specific characteristics and instructional issues of each strand and present information on “best practices” related to the teaching of each strand. Though the descriptions of the strands are separate, the strands themselves should be viewed as interrelated processes with as many if not more similarities than differences.

Implications for Learning

The Teacher Handbook also contains a section called “Implications for Learning” that describes teaching strategies and classroom activities by grade level spans K-2, 3-5, 6-8, 9-12. The purpose of this information is to provide examples of classroom activities at different grade levels that address the goals and objectives of the curriculum.

Grade Level Benchmarks

The Benchmarks in *The Teacher Handbook* are developmentally appropriate indicators of student progress toward proficiency in language goals and objectives. Benchmarks describe language characteristics students should exhibit, content they should know, and tasks they should be able to perform consistently and accurately by the end of a grade level.

Program Goals

The goals of the entire English Language Arts (Communication Skills) curriculum are to produce students who have the language skills to be self-directed learners, collaborative workers, and problem solvers who read carefully and write accurately. These are abilities students will need to be successful in both their personal and professional lives in the 21st century.

Guidance K-12

Guidance activities integrated into the curriculum in grades K-3 give students the opportunity to conceptualize, verbalize, and understand personal attitudes, feelings, and behavior. Exploration of these developmental components help young children gain greater understanding of themselves and others. This understanding contributes to their overall educational progress. Guidance for K-3 students focuses on several developmental areas which should include:

- self-awareness
- relationships among people
- self-discipline
- the diverse world of work
- learning to follow directions
- appropriate group behavior
- skills for learning

In Grades 4-6, classroom guidance activities help to expand student understanding of self and the effects of behaviors and attitudes on individual development, as well as on group processes. Through integration of these activities with other curriculum areas, exploration of the world of work continues in conjunction with greater understanding of one's individual interests and skills. Areas of focus at this level should include:

- relationships among people
- appropriate use of leisure time
- acceptance of others
- need for lifelong learning
- study skills
- handling success and failure

Guidance in grades 7 and 8 helps students develop positive feelings about themselves and others, understand the changes taking place during this transitional period and acquire a clearer appreciation of their own abilities, interests, and behaviors. A major emphasis at this level is to assist students with problem solving and decision making skills that will help them set personal, educational, and career goals. Activities should focus on:

(Pending Revision 1995)

- effective communication and interaction skills
- understanding of one's belief system
- the ability to evaluate and respect other opinions
- coping skills
- appropriate use of leisure time
- study skills
- relationship of school subjects to career opportunities

In Grades 9-12, guidance activities emphasize students' awareness of their overall strengths and weaknesses, and consideration of those characteristics in making educational and career decisions. Attention is given to helping students understand the present and potential role they have as contributing members of society. Skills and knowledge acquired through the guidance curriculum at this level should include:

- interaction skills
- life planning skills
- successful work habits
- a personal philosophy of life
- the relationship between educational goals and career opportunities
- appropriate leisure activities
- coping skills

Healthful Living K-12

The purpose of Healthful Living Education is to provide appropriate instruction for the acquisition of behaviors that contribute to a safe, healthy, and physically active lifestyle. This can be achieved through a program that reflects the needs of the student throughout his/her school experience. Students at all grade levels need the ability to use appropriate health-promotion resources, self-esteem building skills, self-management skills, and interpersonal communication skills essential to a productive and enjoyable life.

The Healthful Living Education program, when appropriately reinforced in a comprehensive manner, can be expected to have the following benefits for students:

- Lessens the occurrence of student risk taking behaviors that contribute to disease, injury and death. This includes improper nutrition and physical inactivity that lead to cardiovascular disease, risk taking behaviors that may result in HIV/AIDS and other sexually transmitted diseases, drinking and driving while impaired, and student safety (bicycle, auto, and other accidents) — the number one cause of death for North Carolina students.
- Increases the desirable social behaviors and levels of self-image for students. Skills for increasing the awareness and respect for cultural diversity through participation in physical activities, useful stress management skills and conflict resolution skills are examples of ways the Healthful Living curriculum increases desirable social and self-esteem building skills. This area is critical since teenage violence and homicide remains the number one cause of serious injury and death for teenage African-American males.

- Establishes positive behaviors that promote higher levels of health for students. Positive behaviors that enhance a higher morale, productivity, and less absenteeism by students is reflected in the new curriculum. This also includes reducing the instances of students dropping out of school due to health-related behaviors (e.g., pregnancy, school violence, alcohol and drug use).
- Develops appropriate levels of personal fitness. The curriculum brings a well-researched and up-to-date understanding of the importance of physical activity for maintaining a viable and productive life.
- Lowers state and local health care expenses. The development of a better health-educated citizenry, equipped to handle personal, social, environmental, safety, and medical care decisions is also reflected in the curriculum.

Because current research demonstrates that a youngster's health and fitness status is determined more by his or her own behaviors than by advances in medical technology or availability of health services, it is essential that we provide all North Carolina students with valuable Healthful Living Education knowledge, skills, and health-promotion behaviors. The needs of handicapped students should be addressed through a specifically designed, adapted physical education program.

Mathematics K-12

The mathematics curriculum addresses societal expectations that all students have the opportunity to become mathematically literate, are capable of extending their learning, have an equal opportunity to learn, and become informed citizens capable of understanding issues in a technological society. The curriculum gives students opportunities to learn to value mathematics, become confident in their ability to do mathematics, become mathematical problem solvers, learn to communicate mathematically, and learn to reason mathematically. Calculators, computers, and other technologies are expected to be used to address and support the mathematics curriculum at every level.

Elementary students should be actively engaged in constructing mathematical understandings, in using manipulative materials for a purpose, in conducting investigations and recording findings, and in working cooperatively to solve problems. Students should be lead by questioning and probing, by encouragement to clarify their thinking orally and in writing, and by the presentation of problems rather than solutions. The curriculum provides for the development of number sense, the recognition of patterns and relationships, and student involvement in geometry, pre-algebra, measurement, and data investigations.

Middle school students should be active learners, challenged to apply their prior knowledge and experience in new and more difficult situations. Rather than being just the receivers of information, students should be engaged in the process of learning. Students need to discuss, write, read, and listen to mathematical concepts. Activities should provide students the opportunity to work both individually and in small- and large-group arrangements. Supporting the mathematics curriculum should be problems that create the need for new ideas and motivate students. These problems should

emphasize real and relevant applications of mathematics. The curriculum expects a broad range of topics to be taught including numeration, geometry, pre-algebra, measurement, problem solving and mathematical reasoning, probability and statistics, and computation.

High school students should be in an environment where reasoning, problem solving, communication, and connections to other disciplines and the real world are evident. Computational algorithms, the manipulation of expressions and paper and pencil drill should not dominate mathematics. Whether working in groups or individually, students should be engaged in activities that use mathematical concepts and skills in the context of genuine problems and situations. Students should be active participants in the serious exploration of mathematical ideas. The mathematics curriculum aims to provide every student with broad and appropriate mathematical content. The content must enable students to study higher level mathematics as well as provide the flexibility to help prepare students for many different careers and vocations. The basic high school mathematics program includes courses from Pre-Algebra through AP Calculus.

Information Skills K-12

INFORMATION SKILLS are the skills that prepare students to gather, process, use, and communicate information. We are continuously bombarded with diverse ideas, new information, and innovative technologies that increase the demand for students to become skilled in accessing, processing, and using information. Integrated with other curricular areas, information skills become the essential tools that equip students to interact with all forms of media for relevant purposes. Authentic practice of Information Skills will enable students to become lifelong learners and informed decision makers.

COMPETENCY GOAL 1: The learner will experience a wide variety of reading, listening, and viewing resources to interact with ideas in an information-intensive environment.

This goal responds to the growing diversity of ideas and information formats. The sheer mass of information and variety of media formats challenge every learner to filter, interpret, accept, and/or discard information and “media” messages. Students must use the reading, listening, and/or viewing skills that are appropriate for a specific format and purpose. A spiraling sequence of experiences with media resources will enable learners to become competent users and creators of information in all forms.

COMPETENCY GOAL 2: The learner will identify and apply strategies to access, evaluate, use, and communicate information for learning, decision making, and problem solving.

This goal acknowledges the benefits of systematic processes for seeking, using, and communicating information. To become self-directed learners, students must recognize an information need and apply a process for acquiring pertinent information. When integrated into curricular areas, reference and production processes become relevant to students and, therefore, are more likely to be transferred into real-life situations. Increasingly more complex practice with information-seeking skills prepares students for identifying problems, making informed judgments, and communicating information.

Computer Skills K-12

COMPUTER SKILLS are the skills that students will need to study and work successfully, to access and use information at school and in everyday life experiences, and to understand the impact of computer technology on society in our technology-based, information-rich world. Students who complete a carefully-planned computer skills program will be prepared for these challenges. Such a program should contain the following three goals:

COMPETENCY GOAL 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer technology.

This goal addresses the ever increasing role of technology in all parts of society. Students must recognize the impact society has had in making our world a global community and our work-place a technology-dependent environment. They should understand that as the appropriate use of technology has increased so has the misuse. They need to recognize the difference in such uses and exhibit ethical behavior in using computer technology, copyrighted software, and information accessing tools.

COMPETENCY GOAL 2: The learner will demonstrate knowledge and skills in using computer technology.

In order to become productive users of computer technology, students must master certain computer operations and application software skills. This goal establishes the set of necessary skills for independent computer operation: knowledge of fundamental computer terms and functions, demonstration of keyboarding skills, and ability to use software correctly. Secondly, Goal 2 includes the application software skills that students will need to be problem solvers, technology communicators, and information seekers. The application software skills identified are for word processing, database management, spreadsheet problem-solving, and telecomputing operations.

COMPETENCY GOAL 3: The learner will use a variety of computer technologies to access, analyze, interpret, synthesize, apply, and communicate information.

This goal focuses on the computer skills that students will need to access, analyze, and share information. After acquiring the fundamental computer operation and application software usage skills, students will need to apply these skills to access information using a variety of resources. From CD-ROM software to electronic bulletin boards to online databases to microcomputer-based-lab applications to multi-media systems, students will obtain information to analyze it using database, spreadsheet, and graphing software. They will then communicate and share the results through telecomputing, desktop publications, and multi-media productions. These competencies obtained in Goal 3 will equip the students with the computer skills to be problem solvers and technology communicators.

Science K-12

The science curriculum places emphasis on five major program goals. These goals address the nature of science, process skills, manipulative skills, positive attitudes toward science, and scientific

concepts and principles in the areas of earth, life, and physical science. Energy, environmental concerns and recent advances in science and technology permeate the curriculum. The curriculum is designed to foster reasoning, thinking, and problem solving skills. Stress is placed on experimental science instruction and the use of technology.

The elementary science curriculum provides opportunities for concrete, manipulative experiences which give broad coverage to science and allow students to experience more abstract concepts. These experiences assist the child in developing a basic understanding of the conceptual themes of matter, energy, motion, time, space, and forces. Content areas of earth, life, and physical sciences should be presented in an integrated fashion. With elementary students, understanding the process of science is more important than knowing the content of science. Through activities using process, students gain a basic understanding of science content. The development of problem solving and reasoning skills is an essential part of the learning process. Inquiry methods are used to deal with real problems that are relevant to the student.

The middle level science curriculum is an integrated form of earth, life, and physical science. Instructional time and depth of content are increased. Science concepts and principles are presented from a student-centered perspective, placing emphasis on the nature of science and inquiry. Instruction is largely experiential, stressing scientific methods through application of process skills: controlling variables, formulating hypotheses, interpreting data, and designing experiments. Problem solving and reasoning experiences are essential in the learning process. Scientific inquiry deals with both academic and real-world problems. Personal needs, societal issues, and academic and career preparation are interwoven into the course content. Appropriate science instruction assists middle level students in the transition from concrete reasoning processes to abstract reasoning patterns.

The high school science curriculum becomes more specific and theoretical. There is a continuation of concept development with emphasis on the nature of science and scientific inquiry. The high school program places emphasis on both applied and theoretical aspects of science. Courses stress doing science through the use of manipulatives and laboratory work, presenting science as a practical and relevant subject. The basic philosophy reflects an attitude that science is understandable and is a process of finding out about the universe. Courses are challenging and reflect a philosophy of science as inquiry. All students benefit from a program which has high expectations. Emphasis is placed on using current technology as students investigate relevant problems. Concept acquisition emphasizes recent developments in science and technology and addresses socially relevant issues.

Second Languages K-12

The goal of the K-12 second language program is communicative competence within an authentic cultural context. Students develop the ability to listen, speak, read, and write the second language in order to be able to communicate with a native speaker. Students also increase their knowledge and understanding of cultures in which the language is spoken.

The Basic Education Program is based on instruction in one second language, selected by the local school unit. Instruction continues through the school year and is scheduled with sufficient

frequency to enable students to progress in their second language development. The elementary grades program begins with an emphasis on listening and speaking skills which are acquired through developmentally-appropriate activities that reflect the needs, abilities, and interests of students. Students begin to develop an awareness of the lives of children living in other cultures where the second language is spoken. Reading and writing may be introduced at grade 3 in programs which feature frequent instruction, thereby giving students an opportunity to see in writing what they already can say. Whenever possible, language learning takes place within a cultural context and is often integrated with other areas such as mathematics, science, social studies, and the arts.

The middle grades second language program addresses two groups of students: those who began the second language in the elementary grades and those who are beginning the second language for the first time. The primary goal of the program is the continual development of language skills in a communicative context. Culture continues to play an integral role in the program and seeks to promote understanding of the everyday life and values of people in the cultures where the language is spoken. The middle school second language program focuses on the needs of early adolescents, their attitudes, level of maturity, and wide range of interests. Students are actively engaged in using their language skills and knowledge in meaningful educational experiences and are provided opportunities to expand their skills.

The high school program recognizes three major groups of students: those who have had a long sequence of second language study beginning in the elementary grades, those who began a second language in the middle grades, and those who have not had previous second language study. The goal of the program continues to be communicative competence within a variety of cultures. Grammar and vocabulary are presented within relevant contexts and meaningful situations. Cultural elements may include the contributions of cultures to the advancement of civilization, as well as patterns of everyday life. As students continue to be provided with opportunities to develop stronger language skills, they improve their ability to communicate with different audiences for a variety of purposes.

Social Studies K-12

A balanced and effective social studies program, K-12, prepares students to be active, informed, and responsible citizens of the state and the nation. Social studies increases students' awareness of their world, their nation, and their state, giving them fundamental understanding of their own society and others both past and present. Students gain from social studies programs the knowledge, skills, attitudes, and values that enable them to be effective problem-solvers, good decision-makers, and wise planners. They are prepared, as a result of their social studies education, to respond to present, recurring, and unforeseen problems.

Students successfully completing a balanced and effective social studies program possess civic understanding and accept their responsibilities as citizens in a democratic society. They are: proficient in the skills of information acquisition; information use for problem-solving, decision-making, and planning; self-management and social and civic participation; possess the ability to apply concepts, generalizations, and theories to analyze and explain government, history and geography in a variety of settings and contemporary issues; demonstrate values consistent with the

fundamental tenets of democracy; exhibit constructive attitudes toward change, conflict, diversity, and uncertainty; and demonstrate concern for others and for the environment.

The subject matter of social studies is the entirety of human experience. Learning activities in social studies provide the opportunity for students to use skills introduced in other areas as they learn to understand and practice the art of living and working together in a productive and non-destructive manner.

The social studies program at the elementary level introduces children to important concepts and generalizations from history and the social sciences through an integrated study of children and their families, their homes and schools, and the neighborhoods and communities where they live. Studies in kindergarten through grade 3 begin with immediate surroundings familiar to children and move deliberately to children and families, homes and schools, and neighborhoods in other environments. In grades 4 and 5, students begin studies of world regions as they examine regions of North Carolina, the United States, Canada, and nations of Latin America.

In the middle grades students in grades 6 and 7 continue the geographic study of world regions as they examine the Eastern Hemisphere. Students learn about Europe including areas formerly in the Soviet Union, in grade 6, and investigate regions in Africa, Asia, and Oceania in grade 7. In eighth grade, students focus on the discipline of history as they examine North Carolina's past within the context of the national framework.

In grades 9-12, students polish and deepen their understanding of history and the social sciences through their study of the Economic, Legal, and Political Systems in Action, world studies, United States History and social studies electives. In the study of Economic Legal and Political Systems in Action, students consider basic concepts, institutions, and reasoned approaches for analyzing problems, actions, and policies. The world studies program offers students three complementary but distinct approaches to the study of the world. A historical, geographic or cultural approach may be taken to this study. The study of United States History enables students to develop a historical perspective through an examination of cause-and-effect relationships in the history of our nation. This study emphasizes social, political and economic developments of the 20th century. Social studies electives should consist of well-balanced offerings in history and the social sciences.

Vocational and Technical Education 6-12

The mission of vocational and technical education is to help empower students for effective participation in a global economy as world-class workers and citizens. Specific purposes of vocational education are:

1. Preparation for further vocational and technical education.
2. Preparation for initial employment.
3. Assistance in making educational and occupational decisions.
4. Application and reinforcement of related learning from other disciplines.
5. Preparation for making informed consumer decisions and applying practical life skills.
6. Assistance for persons who have academic, socioeconomic, and/or other disadvantages or handicaps that prevent them from succeeding in vocational programs.

Competency-based courses are offered in eight vocational program areas, with each area having school-based and work-based learning:

Agricultural Education
Business Education
Career Development
Marketing Education

Health Occupations Education
Home Economics Education
Technology Education
Trade and Industrial Education

A comprehensive vocational program includes preparatory, instructional, and transitional programs and services for work or further education.

Combined with other academic offerings, vocational education assists all enrollees, including members of special populations, in the progress and success of career goal attainment. Students enrolling in vocational education must have a career development plan outlining courses to be taken and special services required. A career guidance, placement, and follow-up system must exist to assist students with career development.

In grades 6-8, vocational and technical education is part of the sequential process in the continuum of self-awareness and career development. The program's thrust is the emphasis on the individual — self awareness, educational and occupational opportunities in the world of work and career decision-making. The relationships of changes in society are related to the individual and potential employment.

Exploring Career Decisions and Keyboarding may be offered in grades 6-8. Exploratory programs in biotechnology, business and marketing technology, and life skills are available in grades 7-8. These exploratory experiences are designed to assist students in making wiser decisions about choices related to themselves and the world of work and developing a tentative career development plan.

All programs, grades 9-12, should include workplace learning such as cooperative on-the-job training, internships, school-based enterprises, and youth apprenticeships. These work-based experiences, combined with school-based learning, help students make the connection between school and work. Vocational student organizations, another school-to-work transition strategy, are a vital part of each instructional program area, also. These school-to-work transition strategies are considered a part of the school day.

Each vocational and technical education offering must be based on competency goals and objectives which enable students to develop specified levels of proficiency needed in the workplace, the home, and at the next level of training and development. Evaluation of students' competency attainment is to be based on a comparison of their performance and a predetermined standard. Students should be furnished written documentation of specific competencies attained through participation in a vocational and technical program.

When designing the curriculum for a school or the total school system, priority of course offerings should be based on: (1) student needs, interests, and aspirations, and (2) labor market demands and projections.

Programs in vocational education are designed to contribute to the educational outcomes of students. Vocational programs contribute to students being able to:

1. Identify, organize, plan, and allocate resources — time, money, materials and facilities, and human resources.
2. Work with others by participating as a team member, serving clients/customers, negotiating, and working with diversity.
3. Acquire and use information.
4. Work with and operate effectively within social organizations, and technological systems.
5. Work with a variety of technologies.
6. Contribute to the development of reading, writing, listening, speaking, and mathematical systems.
7. Contribute to the development of thinking creatively, making decisions, solving problems, and reasoning.

Vocational and technical programs must be offered in compliance with the Standards for Approval of Vocational and Technical Programs passed by the North Carolina General Assembly and the Vocational Technical Education Programs of Study and Support Services Guide. This guide specifies class size, course descriptions, and sequences.

III. Programs Not Confined to Subject Areas

Exceptional Children

The Purpose of Programs for Exceptional Children

The primary purpose of exceptional children programs is to ensure that students with disabilities and students classified as academically gifted develop mentally, physically and emotionally to the maximum extent possible through the provision of an appropriate, individualized education in the least restrictive environment.

Exceptional children are (1) students who because of permanent or temporary mental, physical, or emotional disabilities need special education and are unable to have all their educational needs met in a regular class without special education or related services, or (2) students who demonstrate or have the potential to demonstrate outstanding intellectual aptitude and specific academic ability and, in order to develop their abilities, may require differentiated educational services beyond those ordinarily provided by the regular school program. Classifications of exceptional children include those who are autistic, academically gifted, hearing impaired (deaf or hard of hearing), mentally handicapped (educable, trainable, or severely/profoundly), multihandicapped, orthopedically impaired, other health impaired, pregnant, behaviorally-emotionally handicapped, specific learning disabled, speech-language impaired, traumatic brain injured, and visually impaired (blind or partially sighted). See Section .1501 of Procedures Governing Programs and Services for Children with Special Needs for definitions of these classifications.

Exceptional children programs and services may be classified as both instructional programs and instructional support services, depending upon the educational need of an individual student.

Content Sequence and Learning Outcomes

Curricula for most exceptional students follow the curricula for students in general education. Emphasis must be given to instruction in English Language Arts, arts education, social studies, healthful living, mathematics, science, career and vocational education, depending upon the needs of the individual student. Attention must focus upon cognitive, affective, motor and vocational development within the curricular areas. The Individualized Education Program for the disabled and the Group Education Program for the academically gifted, both of which are based upon a comprehensive assessment, are to state in writing the special education offerings to be provided to each exceptional student.

Learning outcomes—knowledge, skills, concepts understandings, and attitudes—for the disabled and the academically gifted will differ from student to student. For many exceptional students, the same learning outcomes developed for students in general education will be appropriate. Some exceptional students will meet the learning outcomes at a different time and in a different manner than students in general education. Some students with severely limiting disabilities might not meet the learning outcomes in general education and will need a totally different curriculum.

The purpose for adapting or changing curricula and teaching and learning strategies for exceptional students is to assist the students in achieving as much as is possible from their school experiences and to be prepared to function as independently as is possible. Completion of school experience by students with disabilities is determined by meeting the requirements for graduation or by attaining the goals set forth in the Individualized Education Program, or both. To graduate with a diploma, an exceptional student must obtain the State mandated units of credit based upon successful completion of course work and acceptable scores on tests adopted by the State. Exceptional students who do not meet the State and local requirements for a diploma, but meet other requirements for graduation, will be eligible to participate in graduation exercises and receive a certificate of graduation.

Although the course requirements are the same for exceptional students as with nonexceptional students, the instruction must be tailored on an individual basis to meet a student's particular needs.

Teachers, principals and the school system's central office staff have the responsibility for evaluating the learning outcomes for exceptional students just as they do for students in general education. The primary purposes for the evaluation of student outcomes are to determine gains made by individual students and to determine changes that occur at class, school and system levels. Learning outcome data are useful in the formulation of goals, the derivation of measurable objectives from stated goals, and as a systematic method for planning.

The Individualized Education Program for students with disabilities requires objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether or not short-term instructional objectives have been achieved. The Group Education Program for the academically gifted requires annual goals and evaluation methods. Periodic probes to determine a student's achievement may be made through various tests or methods: teacher observation, commercially-made and teacher-made tests, checklists, writing samples, product development, sociograms, and the like. Data-based teaching, with daily recording of student responses, is most appropriate for determining degree of mastery.

All special education instruction provided to exceptional students is to be individualized and designed to meet unique learning needs. Modification of instructional programs, creative instructional approaches, and individualized programming are necessary to meet the special needs of exceptional students.

Autistic. Students with autism have a pervasive developmental disability and represent a very heterogeneous group with regards to their intellectual abilities, ranging from profoundly mentally handicapped to normal or near normal levels of intelligence. Regardless of intellectual ability, the characteristic problems in language and social relationships interfere with the school achievement of all students with autism. The expected learning outcomes vary widely depending upon the abilities of the student.

Behaviorally-Emotionally Handicapped. If appropriate early intervention services are provided to students classified as behaviorally-emotionally handicapped, they will generally be able to progress academically on grade level. If services are delayed, the students may fall several grades below their indicated potential. These students range in intelligence and achievement from very low to superior, and may score very high on standardized tests while failing the course work in school. Others may perform well in the course work, but score very low on standardized tests. It is imperative that the learning outcomes set for these students be determined on an individual basis according to their special behavioral, intellectual, perceptual and educational strengths and weaknesses.

Academically Gifted. These students possess general intellectual ability and specific academic achievement. The determining factors for learning outcomes of gifted students are program design and intent. A student who is gifted in one academic subject or area may not be gifted in all subjects or areas. These students are expected to excel far beyond general education minimum competency goals and performance indicators established in any area of study in which they have been identified as gifted.

Hearing Impaired. Educational programs for most students who are deaf or hard of hearing vary according to the degree of the disability, age of onset of the disability, mental ability and age of intervention for amplification and instruction in communication, including speech and language. Generally, students who are deaf or hard of hearing will be able to master the learning outcomes developed for general education. Many students who are deaf require educational interpreters. Most students will need specialized amplification and modifications to succeed in the general education classroom.

Mentally Handicapped. The learning outcomes (skills, knowledge, and attitudes) for students in general education may be the same for many students classified as educable mentally handicapped and for some students classified as trainable mentally handicapped. In addition to competency goals in basic skills areas, these students require competency goals in self-care, personal development and selected areas of vocational education. Students who are severely or profoundly mentally handicapped require the establishment of learning outcomes that are different from those developed for students in general education.

Multihandicapped. Learning outcomes for some students classified as multihandicapped may be the same as for those students in general education. Generally, these students possess severe types of disabling conditions that require learning outcomes that are much the same as those for the severely mentally handicapped. The type and severity of the various disabling conditions are important factors in determining competency goals for these students.

Orthopedically Impaired, Other Health Impaired, and Speech-Language Impaired. Students with these disabilities are basically the same as students without disabilities; therefore, the learning outcomes developed for general education are usually appropriate. Exceptions may be indicated depending upon the extent of the disability and the functioning level of the student.

Visually Impaired. Educational programming for students who are blind or partially sighted varies according to the degree of vision loss, native intelligence and the presence of other disabling conditions. Instruction in safe travel, orientation and mobility, should be provided on a regular basis for all students who are visually impaired. Most students will be able to read "print" in regular typeset or large print. Other students may require instruction in Braille. Most students who are blind or partially sighted will be able to master the learning outcomes developed for general education. Special modifications will be required for physical education, mathematics, and career and vocational education.

Specific Learning Disabled. Learning outcomes of general education will be the same for most students with specific learning disabilities. However, the performance indicators may often differ. Instruction may be provided on a one-to-one basis, in small groups or in large groups, with most students needing a combination of these approaches during the school day. Attention must be given to the need for individualization, with instruction designed in keeping with each student's preferred learning modality.

Components of Exceptional Children Programs. The necessary components for exceptional children programs include: (1) identification, referral, screening, evaluation and placement of students, (2) parental involvement in evaluation and placement processes, (3) development of Individualized Education Programs or Group Education Programs, (4) due process rights for parents, (5) maintenance of confidentiality of records and of a data collection system, and (6) provision of instruction and related services.

Instruction is based upon the curricula needs (academic, affective, motor and vocational) of each student. Instruction varies from student to student; curricula may vary from student to student. Appropriate related services must be made available to exceptional students so their individual educational needs will be met. Grade levels often have little meaning for many students with disabilities, especially those with the more severe types of disabling conditions, including those with cognitive deficits.

For those students with disabilities for whom grade-level recognition may be significant, the following descriptions may be appropriate:

Grades K-3

The curriculum for the student with a disability, in general, should revolve around health, mental and physical; social experiences; readiness activities; visual and auditory discrimination;

language; speech; quantitative concepts; motor skills; and familiarity with common materials, their uses and methods of using them. These are not taught effectively in isolation, but rather should be taught through the use of units and activities. In this way, meaning is associated with the development of skills and concepts, a need for them is present, and an opportunity for their application is at hand.

Grades 4-6

The curriculum is developed around two major areas of emphasis: improvement in general living skills and development of proficiency in the understanding and use of academic skills. The areas are taught as integrated activities rather than apart from each other.

Grades 7-8

The curriculum offers a consolidation of social and academic skills learned at the previous levels. Greater and more varied application of academic skills, prevocational skills and social experiences are presented. Efforts are made to establish readiness for learning about jobs and job requirements.

Grades 9-12

The curriculum at this level draws upon all that has been taught to the learner and emphasizes the provision of experiences and the development of concepts and attitudes required in wholesome, contributing community membership. Extensive attention must be given to transition from school to adult life, especially occupations and employment.

Dropout Prevention

The purpose of the state dropout prevention program is to keep students in school to complete successfully their high school education. The dropout prevention program seeks to assure the positive development of all students (pre-K- 12) and to provide the special assistance needed for at-risk students. All staff, not just dropout prevention specialists, must be involved if the program is to be successful. A dropout is any student who leaves school for any reasons before graduation or completion of a program of studies without transferring to another elementary or secondary school, including a community college. The necessary components of a successful dropout prevention program include the following:

- Since the prevention of problems is the most effective approach, the identification of factors that may lead to problems and the identification of problems at their earliest stages are critical. This process should begin in the pre-K-3 years and continue through grade 12. Following the identification, intervention is needed to prevent the further growth of those problems.
- A dropout prevention plan should guide the program as a discrete part of the system's overall educational program. It should outline the problems and detail the objectives and approaches to be used to solve them. In addition to reducing the dropout rate, the plan should be designed to reduce in-school and out-of-school suspensions, behavior problems, and truancy; enhance self-esteem and positive personal adjustment; and encourage academic success. LEAs with a dropout rate above the state average are required to develop a dropout plan and have it on file in the central office.
- The system should provide a method for tracking at-risk students and gathering aggregate data on at-risk students and dropouts.
- Efforts designed to meet particular local needs and priorities take a variety of forms, the basic requirements being that each have as its primary goal keeping students in school. Among the options are academic enhancement.
- Making parents active partners with the schools in the positive development of their children offers many opportunities.
- Since all members of the school system's staff have a role to play in keeping students in school, all must be adequately prepared, and involved in staff development that builds educators' skills and attitudes to work with at-risk students.

A wide range of programs for dropout prevention and students at risk is needed within every school system and community to complement the quality educational programs available to all students. Listed below are the types of programs which may be funded through state dropout prevention and students at risk funds. Within these general options, the specific programs to be implemented will be determined by each local school system based on an assessment of needs and local priorities. Local programs may include components of one or more of these options, but every school system is encouraged to develop programs which can most effectively meet local needs.

Early Identification and Intervention Programs

Early identification and intervention programs seek to recognize students who may face problems and prevent or ameliorate those problems before they become severe.

Counseling for At-Risk Students

Counseling for at-risk students focuses the skills of counselors on preventing and alleviating the problems facing students which can lead to dropping out. Counselors identify at-risk students and follow up to assure that needed services are provided.

Behavior Improvement Programs

Behavior improvement programs seek to improve discipline in the schools through a variety of approaches, with the ultimate goal of greater self-discipline. The emphasis is on increasing the ability of teachers to handle discipline within their own classrooms. In-school suspension programs are one alternative for students whose behavior is extremely disruptive and could result in out-of-school suspension or expulsion. The programs focus on reduction of disruptive behavior and provide classroom instruction as well as counseling in a therapeutic setting.

Academic Enhancement Programs

Academic enhancement programs are designed to accelerate the learning of students who are falling behind their peers in academic achievement. Through remediation, accelerated learning, continuous progress learning, and other enhancements, the goal is to increase achievement while keeping these at-risk students a part of the overall educational program of the school.

Alternative School Programs

Alternative school programs offer a variety of options which distinguish them from traditional school programs and provide choices of routes to completion of school. They may vary from other programs in such areas as teaching methods, hours, curriculum, or sites and are intended to meet particular learning needs. Extended school day programs are an alternative which provides extension of the conventional high school program designed to meet the particular learning needs and styles of dropouts and potential dropouts and offer them an alternative program for completing their high school education. Meeting in afternoon and evening hours, they offer flexibility in curriculum, scheduling, and teaching methods. Schools-within-schools, operating within the framework of traditional schools, are another alternative. The focus in any alternative program should be on expanding the options for learning for all students rather than separating certain groups of students from other learners.

Work-Related Programs

Work-related programs identify potential dropouts and offer counseling, remediation, career guidance, and job preparation services designed to meet their individual needs. These services are intended to assist at-risk students in moving from school to the work environment and to provide them with skills necessary to compete in today's society.

Special Programs for At-Risk Students

Special programs for at-risk students are designed to meet particular local needs and priorities. The basic requirement of each program is that its primary goal be encouraging achievement and keeping students in school. Among the types of programs that may be funded are attendance improvement programs and other programs that serve groups of at-risk students, such as the handicapped, juvenile and youthful offenders, substance abusers, pregnant students, and/or adolescent parents. Programs may also provide special services, such as school social work, school psychology services, or school nursing. Such options as after-school support clubs, summer activities, peer helpers, outdoor experiences, student advocacy, and parental involvement are encouraged (to the extent that they may be funded under other guidelines set forth here).

Remedial and Compensatory Efforts

Local school administrative units shall provide remedial education to all students who fail to meet State promotion standards or who are identified as in danger of failing to meet these standards.

Remediation can occur during the regular school year or during the summer.

Compensatory education programs provide assistance to students who need additional help to succeed in school, particularly in basic academic areas. Compensatory and remedial assistance should be provided to students who have been defined as being educationally deprived and may include migrant, bilingual, and refugee children.

Student Services

Student services programs focus on the well-being of students and on helping to prevent or correct any conditions which might interfere with learning.

Pre-School Screening

Each school district will have a comprehensive pre-school screening program for the purpose of identifying student's physical status and developmental strengths and needs prior to school entry. Results of screening will be used to develop educational plans to address student's individual strengths and needs, and to identify students who should be referred for further observation or evaluation. The areas to be screened include: speech, hearing, sight, gross and fine motor skills, health, and cognitive, social, and emotional maturity.

School Counseling

School Counselors:

- Provide individual counseling for students
- Share information with school personnel, parents, and community agencies about the needs and concerns of students
- Provide group counseling for students
- Assist students in educational and vocational placement based on their aptitudes, achievements, and interests
- Refer students to community agencies for services

School Social Work Services

School social workers:

- Provide a liaison between the school, home, and community resources in resolving problems of school adjustment and attendance
- Help students, their families and school in crisis situations by reducing tensions, providing support and offering alternatives for action
- Serve as a student advocate to ensure that the student's educational, legal and personal rights are not violated
- Refer students to community agencies for help in problems such as substance abuse, family violence, and individual and family counseling.

School Psychological Services

School psychological services are provided in the areas of prevention, early intervention, and remediation.

Direct services for students, parents and school personnel include:

- Consulting with parents, teachers, and administrators about the educational, behavioral, and mental health needs of students
- Providing services such as counseling, behavior management, social skills training, and crisis intervention
- Assessing students to determine their instructional needs, strengths and weaknesses, learning styles, etc.

Indirect services include:

- Coordinating group testing programs and assisting school officials to identify student needs
- Coordinating services from other community agencies to meet the educational and mental health needs of students
- Disseminating research findings to teachers and staff on topics such as effective instruction and student learning styles.

Health Services

Health services promote physical and mental well-being of children by:

- Providing health counseling
- Providing assessments and referrals concerning health care needs
- Assisting in disease prevention and control
- Monitoring health hazards and their removal
- Educating students to develop positive health habits
- Removing barriers to community health services

Child Nutrition

The child nutrition program helps to provide all students access to nutritionally sound meals each school day. These meals promote the health and well-being of all students and enable them to take full advantage of their schooling. The child nutrition program reinforces activities promoting good eating habits.

All school districts participate in federally-funded child nutrition programs, which provide breakfasts and lunches at full, reduced, or free prices based on federal guidelines.

Federal funds available through the Nutrition Education and Training program are used for developing instructional resources and for training teachers and school food service personnel. All resources used in the classroom are developed in accordance with competency goals and objectives at each grade level, are provided at no cost to school districts, and support other nutrition education efforts in the classroom.

Library/Media Programs

Media and Technology Programs

A school library media collection reflects the diversity of materials that are now available. This collection is comprised of print and non-print materials, instructional technologies, and accompanying equipment. In order to build a balanced collection, choices need to be made from all categories and reflect the following:

- Curricular needs of the school
- Interests of the students
- Learning styles of the students
- Ability levels of the students
- Needs of the community
- Professional needs of the teachers

Collection Development

Developing a collection to meet the needs of a school's students and faculty is cyclical in nature and involves four basic processes:

- Analysis of needs
- Assessment of collection
- Selection of resources
- Acquisition of resources

The school media coordinator, with the help of the Media and Technology Advisory Committee, assesses needs constantly; examines the collection; weeds old, inaccurate, out-of-date, and unattractive materials; and replaces them with new, more appropriate materials and formats. An effective, dynamic collection requires complete and perpetual inventory and evaluation. Assessing faculty and student needs without carefully determining how the collection is meeting those needs gives a media coordinator only half the information necessary for acquiring resources. Adding new resources and formats without discarding older, less appropriate ones creates an overwhelming mixture of materials that is difficult to use and impossible to discern.

In addition to the regular collection, a professional collection should be provided to encourage teachers to keep abreast of current education initiatives and to apprise them of experimentation in all fields of education. Access to professional literature and technology formats supports the informed selection of appropriate materials and equipment for the school's instructional program. Management of the professional collection by a media coordinator who is both active and proactive provides guidance to teachers in both the theory and application of effective practices.

Needs Assessment/Collection Analysis

The actual assessment process is logical, although time consuming. It is a process that can involve the Media and Technology Advisory Committee as much or as little as is appropriate. The individual school's curriculum, community standards, and faculty and student needs and interests must be analyzed, and then the resource requirements that correspond with this evaluation are determined. Once the needs assessment is completed, a plan for collection development can be put into

(Pending BEP Advisory Council and State Board of Education Approval)

place. There are many needs/collection analysis methods available, some more effective than others, some more difficult and time consuming than others. All offer **concrete** ways to prove whether or not a collection is meeting the needs of the people who use it.

- **COLLECTION MAPPING:** A process by which collections are analyzed according to numbers of materials that meet specific curricular needs per student. (*Premise:* Number of materials in particular curricular areas per user indicates collection effectiveness.)
- **AVERAGE AGE OF THE COLLECTION:** A simple formula that allows the computation of the average copyright date of materials to give an idea of how old a collection is. (*Premise:* An older collection does not meet needs of clientele as effectively as a more up-to-date collection.)
- **USE STATISTICS:** By using circulation statistics (or reference contacts), the media coordinator can determine how well certain areas of the collection are meeting the needs of faculty and students by their rate of use. (*Premise:* Students and faculty use only the materials that adequately meet their needs.)
- **OPINION SURVEYS:** By interviewing students and/or faculty either verbally or through written instruments, the media coordinator can determine whether or not the collection is meeting their needs. (*Premise:* Users will be honest and aware of what they need.)

Selection

Selection of resources, like collection analysis, is an ongoing process. It is based on a sound, system-level, written policy as called for in: **PUBLIC SCHOOL LAWS OF NORTH CAROLINA**, General Statute 115C-98 (b) and (c). With the introduction of new and varied formats and technology, the selection process is more complicated. One can no longer simply rely on a review of a book or video in making selections. Likewise, choosing the least expensive format may not be the most effective use of limited funds. The media coordinator and/or the Media and Technology Advisory Committee determines how information can be most effectively accessed. All these selection decisions can be made only at individual schools with careful analysis and discussion within the Media and Technology Advisory Committee (or site-based management team). While there are no right or wrong answers, there are several universal criteria to consider:

- Is this the best format for presentation of this information?
- Can this technology/format be used by many students of varying ability levels at approximately the same time? (Is this criterion necessary for this particular resources?)
- Can the school provide ongoing support for this format? (e.g., telecommunications charges)
- Does this format take into consideration the school's goals and objectives for its students/teachers?
- Is this the best use of limited resources?
- Do the items selected require adherence to the Division of State Purchase and Contract guidelines?

Once the questions are addressed and decisions made, items can be selected and acquired, keeping a variety of specific selection criteria in mind.

Collection Management

All school-owned materials need to be organized and arranged so that users can obtain any item quickly and easily. This organization includes classifying, cataloging, and providing entries for all materials in a unified catalog. Cataloging is a labor-intensive function that is particularly suited to computerization. The development of a standardized machine readable bibliographic format (MARC record) for cataloging materials, as well as technological advances in both individual and network computer systems, has revolutionized cataloging services in school library media centers.

The catalog itself may be in either a traditional print format or an automated online catalog. One advantage of the online catalog over a card catalog is easier access to wider ranges of subject headings and cross-references, which results in more successful patron searches. In addition, the online catalog increases access speed for the user and facilitates updates to the catalog. These "user-friendly" advantages encourage increased use of media services and resources.

Circulation and loan policies must encourage users to borrow materials and equipment for use throughout the school, at home, and in the media center. For example, access to materials should not be denied to students who cannot afford photocopying fees. Review circulation policies periodically to ensure that all students have equal access to information and that no obstacles inhibit the use of media resources.

Microcomputers are being used successfully in most school media centers to manage circulation, to report overdues, to generate circulation statistics, and to facilitate inventory. In addition, these automated systems provide additional security for circulation of materials and equipment. By using technology to perform these labor-intensive functions, the media coordinator saves considerable time that then can be used for working with students and teachers.

Regular maintenance of the collection includes ongoing inventory, weeding, and preventive maintenance and repair. Collection development plans and budget proposals should include provisions for these maintenance functions.

All resources in the school should be readily accessible to every user. Accessibility involves:

- adequacy of physical facilities
- provision, organization, location, and arrangement of the resources
- flexible scheduling to accommodate students, teachers, and the media and technology staff

Media and technology staff and patrons must be aware of and comply with copyright regulations affecting the availability of materials.

Materials

The variety of activities and personal interests found in a school places great demands on the school library media collection. Technological advancements coupled with these demands have created dramatic changes in the character and composition of the library media center collection. Collections once dominated by books have been extended by large collections of computer software, videotapes, CD-ROM, and dozens of other kinds of resources.

The description of a library media collection traditionally focused on the collection housed in the school. The contemporary description of the school's library media collection encompasses materials organized and housed for retrieval in the school and information that is located outside the school – in other libraries, in electronic databases, in museums, or in other information agencies. Today's media coordinator is more an information access manager than a keeper of the collection.

Media coordinators need the flexibility to change the way media programs provide services to students and faculty in support of the instructional program; therefore, **the need for quantitative standards for collections is no longer valid**. In moving toward resource-based schools, the types and sizes of collections depend on services provided by the media program, the curriculum, the instructional program, and on teaching strategies.

A **qualitative** approach to collection development, administered thoughtfully by the school's Media and Technology Advisory Committee and interpreted carefully to school administrators, promotes the development and maintenance of a modern and usable collection. It should reflect the recommendations of the school and school system technology plans.

Schools that have chosen to become members of the Southern Association of Colleges and Schools (SACS) should consult the SACS standards since their quantitative standards still are in place.

Sports Medicine

All high schools are required to employ a teacher athletic trainer who is qualified to provide sports medicine services to students injured in interscholastic athletics and provide paramedical services to those students and/or teachers injured during regular school hours.

IV. General Standards

Amended Promotion Standards from the Basic Education Program for North Carolina Public Schools

The state requires mastery of reading and mathematics competencies in grades 3, 6, and 8 prior to promotion to the next level. In the past, the state standard was implemented in three phases and required the administration of the MSDT in phases 2 and 3. The policy of the Board, however, included language which allowed amendments: "The State Board of Education" will modify state promotion standards and minimum competencies as necessary to be consistent with the curriculum described in the "Basic Education Program." Curriculum revisions have been completed in reading and mathematics, and Benchmarks of Proficiency have been developed in these areas. These benchmarks indicate proficiency based upon consistency and accuracy of performance, the amount of learner independence, and the complexity of the material. They reflect the revised curriculum and assessment standards. Therefore, the Board will provide an amended process to insure that proficiency in these areas has been reached in grades 3, 6, and 8. Although LEAs may choose to use the existing

standards for phase I, II, and III, they are encouraged to use the amended process described below which is more closely aligned with revised curricula.

The state standard will not apply to students already retained in the same grade span (K-3, 4-6, 7-8) or identified as trainable mentally handicapped, educable mentally handicapped, or severely/profoundly mentally handicapped, or to other identified handicapped students who have been exempted by policy of the local Board of Education on the basis that the standard is not a reasonable one for the student. The parent(s) of any excluded child should have the right to contest the exclusion of his or her child from promotion standards under the procedures set out in G.S. 115C-116.

Amendments to Phase I, II, and III

The essence of this process is to require that students be evaluated as being in the Level I category for two consecutive years before being required to attend summer school. Thus, a single test score is not used to require students to attend summer school. This process identifies similar proportions of students as the previous Promotion Standards Policy. To accomplish this, Phases I, II, and III are amended as follows:

PHASE I (AMENDED):

Students in grades 3, 6, and 8 may be identified as "at risk" based on data from the previous year. For grade 3, data from the Grades 1 and 2 Assessment for reading and math may be used to identify "at risk" students if they were below qualitative expectations for the grade level. For grade 6, students who scored at Level I on the EOG Tests in grades 4 or 5 may be identified as "at risk." For grade 8, students who scored at Level I on the EOG Tests in grade 7 may be identified as "at risk." Students identified as "at risk" should be evaluated throughout the year by the teacher using the benchmarks which have been developed for reading and mathematics. If teacher observations indicate that these students have not mastered the basic skills necessary for the grade by April, plans should be made to recommend them for summer school or some other type of program that considers how the curriculum content and instructional methods may be modified.

PHASE II (AMENDED):

Students identified as Level I in the previous year and who score at Level II or higher in the current year shall not be required to go to summer school because of State standards. The LEAs may require higher standards based upon local policies on promotion. The parents of "at risk" students may, however, elect to have their children attend summer school to insure that the progress made during the year is continued. Any "at risk" student who scores at the Level I category in grades 3, 6, or 8 shall attend summer school or receive some other remedial assistance.

PHASE III (AMENDED):

The State Board will not require that a test be given at the conclusion of summer school since the promotion decision is presently made by the professional judgments of the teacher(s) and the principal.

English Language Arts (Communication Skills) Proficiencies: Benchmarks for Grades 3, 6, and 8

The English Language Arts (Communication Skills) Benchmarks for grades 3, 6, and 8 are developmentally appropriate indicators of student progress toward proficiency in the goals and objectives of the North Carolina *Standard Course Of Study*. They describe what students should know and be able to do consistently and accurately at the end of a grade level. The benchmarks are designed to enable teachers to assess student progress over time and in a variety of situations. Teachers can gather data by observing the processes that students use as they work, by observing students' work products, and by using classroom-based and external measures. The data gathered will allow teachers to make informed instructional decisions and to integrate instruction and assessment.

The reading benchmarks are categorized as Characteristics of the Reader, Reading Strategies, and Reading Comprehension. The writing benchmarks include the related categories of Characteristics of the Writer, Composing Process (strategies), and Composing Products. Although individual benchmarks may be important, a more complete picture of what a student knows and can do emerges based on these broader categories.

The benchmarks, which focus on concepts as opposed to discrete facts, vary according to the complexity of material used and the amount of support given by the teacher. They show the correlation between reading and writing and reflect progression between grades. Since they are not repeated at higher grades but are cumulative, it is imperative that teachers be familiar with the grade levels that precede and follow their own. This document includes proficiencies for grades 3, 6, and 8. The K-12 proficiencies are included as Appendix C in the *Standard Course of Study* for English Language Arts (Communication Skills).

**Reading
Grade 3**

Third graders read many types of texts—literary, informational, and practical. They distinguish between fact and opinion and note and chart details. These students interpret poetry and infer main ideas, lessons, or morals in a variety of prose. Students in this grade use a variety of reading strategies to construct meaning for text. They choose to read silently for extended periods of time for pleasure and information.

Characteristics of the Reader: Exhibits the attitudes, habits, and dispositions of a reader.

Recommends materials for others to read.

Reads materials on a variety of topics.

Reads for a variety of purposes such as for pleasure, to gain information, or to support an opinion.

Describes personal reactions to poetry, informational, practical, and narrative texts.

Perseveres when the task requires reading silently for extended periods of time.

Reading Strategies: Uses one or more of the following strategies as appropriate to construct meaning from text.

Continues to predict based on semantic, syntactic, and graphophonic cues (using increasing knowledge of letter clusters, vowel patterns, affixes, and roots).

Searches, predicts, monitors, and cross-checks using semantic, syntactic, and graphophonic cues independently.

Reads on and rereads to check predictions and clarify meaning.

Uses analogy by identifying a word as being the same or almost the same as a known word.

Uses chunking by using familiar word parts to identify increasingly complex unknown words.

Notes unknown words for later study.

Paraphrases information from text in own words.

Uses text aids such as headings, bold print, and italics.

Focuses on details of print only when meaning is lost.

Reading Comprehension: Constructs meaning from literary, informational, and practical texts.

Reads literary, informational, and practical text.

Interprets poetry and recognizes stanza and rhyme as characteristics of poetry.

Infers main idea, lesson, or moral in a variety of prose including fairy tales, tall tales, fables, legends, and myths.

Compares traits of characters as evidenced in the text.

Compares and contrasts characters, events, episodes, and/ or stories.

Compares and contrasts poems, informational selections, or other literary selections.

Distinguishes between fact and opinion.

Recognizes the author's use of figurative language such as simile or metaphor.

Supports ideas by reference to evidence presented in texts.

Summarizes and records information.

Notes and charts detail.

Discriminates between cause and effect relationships.

Understands and interprets maps, charts, diagrams, and other visual representations.

Compares and contrasts information in printed and visual form.

Writing Grade 3

Third graders write a variety of poetry and prose and can support their ideas with references to their reading. They use a variety of prewriting activities, revise their writing by adding detail, and recognize incorrect spelling.

Characteristics of the Writer: Possesses the attitudes, habits, and dispositions of a writer.

Shows originality in word choices.

Uses excitement, humor, suspense, originality in word choice, or some other creative element.

Creates characters and events from outside personal environment.

Writes in response to literature, informational, and practical texts.

Chooses to write for pleasure.

Begins to write for extended periods of time.

Incorporates feelings and personal experiences in narrative writing.

Uses vocabulary, ideas, themes, and structures from books in writing.

Records what the student knows, wants to know, and has learned by writing in learning log.

Composing Process: Uses one or more of the following strategies to write literary, informational, and practical texts.

Shows recall of visual patterns by using conventional spelling most of the time.

Uses punctuation conventionally.

Assesses own performance in reading by writing in learning log.

Uses paragraphs to organize information and ideas and maintains the topic focus.

Uses a prewriting activity such as drawing, brainstorming, webbing, or storyboarding independently.

Revises by adding detail for elaboration.

Marks incorrect spelling when editing writing.

Edits to verify and self-correct spelling.

Experiments to vary word order in sentences.

Uses concepts of order and time in writing.

Critiques books in reading log/response journal by discussing what makes a good book or why a particular author or genre is preferred.

Composing Products: Writes literary, informational, and practical texts to convey meaning, to learn, and to clarify thinking.

Writes using characters, setting, problem, and solution.

Explains in writing the main idea, lesson, or moral of a selection when appropriate.

Writes a variety of poetry and prose including fairy tales and personal narratives.

Writes practical texts such as news articles, recipes, directions and interviews.

Writes to support ideas with reference to evidence presented in text.

Expresses meaning inferred from text.

**Reading
Grade 6**

Sixth graders are learning to read materials with more complex characters, settings, and episodes. They read literary, informational, and practical texts from a variety of genres, subjects, authors and styles. Sixth graders learn the importance of organization, supporting evidence, and text aids in expository text and of theme, sound, and figurative language in literary texts. They identify opposing points of view and acknowledge a range of interpretations of texts. They change reading strategies when they encounter difficulties in text and check the reliability of information in reference materials such as periodicals, charts, and maps.

Characteristics of the Reader: Exhibits the attitudes, habits, and dispositions of a reader.

Appreciates reading as an essential life skill.

Responds to novels, biographies and informational books through oral, artistic and dramatic projects.

Questions and reflects on issues encountered in texts.

Establishes criteria and justifies own appraisal of a text.

Acknowledges a range of interpretations of text.

Reading Strategies: Uses one or more of the following strategies as appropriate to construct meaning from text.

Changes reading strategies to clarify meaning.

Checks reliability of information through the use of biographies, reference books, periodicals, charts, and maps.

Analyzes use of text aids such as headings, bold print, graphics, and print styles.

Reading Comprehension: Constructs meaning from literary, informational, and practical texts.

Reads literary materials with complex characters, settings, and episodes with teacher support .

Reads informational and practical materials with complex vocabulary, concepts, and formats with teacher support.

Reads materials from a variety of genres, subjects, authors, and styles.

Responds to questions about a subject based on prior knowledge.

Recognizes the characteristics of expository (clarification) text.

Recognizes coherence, logic, and organization in expository (clarification) text.

Recognizes relatedness and sufficiency of details in expository (clarification) text.

Recognizes themes beyond personal experiences.

Identifies story structures and organizational patterns of text.

Discovers related ideas, concepts, and generalizations in text.

Recognizes characteristics of a particular author's style.

Recognizes the author's use of sound devices such as alliteration and onomatopoeia.

Recognizes the author's use of figurative language such as personification and hyperbole.

Identifies opposing points of view and main and supporting arguments in text.

Writing Grade 6

Sixth graders write using multiple characters and episodes. They write on a variety of topics and in more than one genre. They express main ideas and support them with details in narrative, descriptive, and expository writing. These students use a range of writing forms and are becoming independent users of the writing process with revision focusing on the smooth flow of ideas, deleting extraneous information, and establishing personal voice. They edit their work for errors and use basic grammatical terms while conferencing about their writing with their peers and teacher.

Characteristics of the Writer: Possesses the attitudes, habits, and dispositions of a writer.

Recognizes the value of writing to clarify thinking, to express emotions, to make decisions, and to solve problems.

Offer reasons for the feelings provoked by text by writing in reading log/response journal.

Composing Process: Uses one or more of the following strategies to write literary, informational, and practical texts.

Understands and uses stages in the writing process with moderate teacher support.

Revises work to improve the smooth flow of ideas and reorganizes work to make it more readable.

Revises by deleting extraneous information or ideas.

Uses a range of vocabulary and grammatical structures and forms.

Uses **basic grammatical terms necessary** for conferencing when revising and editing.

Evaluates the revision suggestions of others to maintain personal voice and authorship.

Selects organization and layout of written text that is accurate and appropriate for purpose, audience, and situation.

Uses concrete images and vivid descriptions in expository (clarification) writing.

Writes in a range of writing forms.

Uses repetition of sounds and words in writing poetry.

Chooses narrative, descriptive, and some forms of expository as appropriate to purpose and task.

*Edits written work for errors in sentence formation, usage, mechanics, and spelling.

Composing Products: Writes literary, informational, and practical texts to convey meaning, to learn, and to clarify thinking.

Writes using multiple characters and episodes independently.

Writes literary, informational, and practical compositions independently.

Writes on a variety of topics and in more than one genre.

Assesses individual performance as the member of a group by writing in learning log.

Develops longer descriptions coherently.

Expresses main idea and uses details in expository (point of view) writing.

Writes expository (clarification) texts that have a coherent, logical, and organized structure.

Writes expository (clarification) texts that provide sufficient, related, elaborated reasons to clarify why a relationship exists between the writer and the subject.

Compares and contrasts ideas and information by writing in learning log.

***See Editing Proficiencies for Grade 6**

**Reading
Grade 8**

Eighth graders read literary texts with complex characters, settings, and episodes. They read informational and practical materials with complex vocabulary, concepts, and formats. They synthesize and expand on information from a range of texts and analyze and formulate critical opinions. Eighth graders recognize authors' bias and the characteristics of argumentative texts. These students manage identified resources for their research and assess their own performance.

Characteristics of the Reader: Exhibits the attitudes, habits, and dispositions of a reader.

Recognizes that reading can change attitudes and behaviors.

Expresses emotional reactions and personal opinions and relates personal values to a selection or experience.

Acknowledges that there are many reasons for seeking information such as curricular pursuits, personal interests, or consumer needs.

Compares and offers critical analysis of materials presented in the media.

Reading Strategies: Uses one or more of the following strategies as appropriate to construct meaning from text.

Uses knowledge of word formation, sentence structure, or other context clues.

Maps out the plots and character developments in novels and other literary texts.

Supports argument or opinion by reference to evidence presented in sources outside the text.

Assesses own performance relative to material and purpose.

Manages identified resources needed to complete reading tasks.

Formulates questions about a subject based on prior knowledge.

Uses print and electronic catalogs and indices to locate materials.

Reading Comprehension: Constructs meaning from literary, informational, and practical texts.

Reads literary materials with complex characters, settings, and episodes independently.

Reads informational and practical materials with complex vocabulary, concepts, and formats independently.

Recognizes the characteristics of argumentative (persuasive) text.

Recognizes coherence, logic, and organization in argumentative (persuasive) text.

Recognizes relatedness and sufficiency of details in argumentative (persuasive) text.

Extracts ideas embedded in complex passages of text.

Synthesizes and expands on information from a range of texts.

Recognizes the author's bias.

Evaluates appropriateness of persuasive techniques such as personality, tradition, rhetoric, and reason.

Analyzes and formulates a critical opinion about literary and informational material.

Recognizes how sound, diction, symbolism, and figurative language interact to communicate multiple interpretations.

Discusses ways language and visuals bring characters and events to life.

Writing Grade 8

Eighth graders write argumentative pieces that have a coherent, logical, and organized structure, and that provide sufficient, elaborated reasons to persuade an audience. They conference during revising and editing, using basic grammatical terms. Eighth graders can write both practical texts and critical opinions. These students edit their written work for sentence formation, usage, mechanics, and spelling.

Characteristics of the Writer: Possesses the attitudes, habits, and dispositions of a writer.

Appreciates writing as a major source for learning through note taking, brainstorming, listing, or writing in journals or learning logs.

Works collaboratively on a written product that expresses a response to a selection or experience.

Writes with ease in both short passages and extended writing.

Composing Process: Uses one or more of the following strategies to write literary, informational, and practical texts.

Understands and uses stages in the writing process independently.

Writes on a variety of topics and in more than one genre and mode.

Assesses own performance relative to audience and purpose.

Manages identified resources needed to complete writing tasks.

Revises vocabulary, organization, and tone as appropriate for audience and purpose.

Chooses organization and layout appropriate for audience.

Uses literary devices and design elements as appropriate to describe, support an opinion, or persuade an audience.

Selects vocabulary as appropriate to reduce ambiguities and to indicate shades of meaning.

Uses grammatical terms **necessary** for conferencing when revising and editing.

*Edits work for errors in sentence formation, usage, mechanics, and spelling.

Composing Products: Writes literary, informational, and practical texts to convey meaning, to learn, and to clarify thinking.

Writes arguments that have a coherent, logical, and organized structure.

Writes arguments that provide sufficient, related, elaborated reasons to persuade an audience to adopt a position.

Writes practical texts such as letters of request and complaint, application forms, or written directions.

Offers critical opinions or analysis of reading and expresses an alternate point of view of author by writing in learning log.

***See Editing Proficiencies for Grade 8**

***Editing Proficiencies for Grade 6**

Edits for errors in sentence formation—misplaced modifiers, incorrect subordination, and incorrect coordination.

Edits for errors in usage—pronoun/antecedent agreement, indefinite pronoun reference, inappropriate homonyms, comparison and superlative degrees.

Edits for errors in mechanics—punctuation and capitalization of quotations and superfluous commas.

Edits for patterns of misspellings.

***Editing Proficiencies for Grade 8**

Edits for errors in sentence formation—non-parallel structure.

Edits for errors in usage—shift in tense and point-of-view.

Edits for errors in mechanics—semicolons, colons, and hyphens.

Edits for patterns of misspellings.

Overview: Mathematics Proficiencies, Grades 3, 6, and 8

North Carolina's mathematics curriculum for grades K through 8 is described in the Competency Goals and Objectives outlined in the *Standard Course of Study*. These competencies were established using the goals and guidelines of the National Council of Teachers of Mathematics in the NCTM *Curriculum and Evaluation Standards*. They are grade level and age level appropriate, according to consensus of state and national mathematics educators. They are sequenced where necessary and present a broad curriculum at each grade. At every grade level there are seven major strands: numeration, geometry, patterns and relationships, measurement, mathematical thinking and reasoning, probability and statistics, and computation. Within each strand specific objectives give guidance for instructional planning and define expectations.

It is appropriate to expect high levels of achievement at each grade among the student population. All students can learn the prescribed curriculum. Because learning is not linear and students learn in a variety of ways, some students may need more time and more extensive experiences in order to construct their understandings of the prescribed concepts and to master the designated skills. In general, the differences in student performance that vary from the described proficient behaviors are those that can be classified as differences in consistency of accurate response, complexity of answers, and independent applications. The ways in which students work - demonstrating persistence, working with others cooperatively, beginning tasks promptly, creating quality products, reflecting upon their own responses - are also important factors in the overall instruction and evaluation of students.

At every grade level, proficient students demonstrate use of skills correctly and efficiently most of the time; they are comfortable in solving problems similar to those experiences used in their instruction and, by the end of the year, they can accomplish the tasks described in the competency goals and objectives. For younger students, the issue of consistency must be tempered with the knowledge that learning takes place over long periods of time; children who appear to know something one day may not demonstrate an understanding the next week because they are in the *process* of internalizing new information.

Proficiencies describe desired outcome behaviors for the end of the school year. The determination of proficient performance takes many different forms. Some goals and objectives lend themselves to traditional multiple choice tests. Factual information and routine procedures are examples. Many other objectives require students to demonstrate (perform) actions and explain the processes they use. Open-ended questions and cooperative tasks have students organize, describe, relate, and defend. Proficient students demonstrate their understandings of the concepts and processes informally as well as in structured evaluations.

For the younger students, the determination of proficient performance must be tempered with the understanding that children frequently know more than they are able to demonstrate with abstract symbols. Their reading and writing abilities may not be as well developed as their thinking and reasoning abilities; evaluation must be heavily weighed in the direction of interview and observation. To depend upon written evaluations may penalize children who lack maturational, pedagogical, contextual, or affective readiness for tasks at symbolic levels. Any definition of proficiency for primary children must recognize that our guidelines for starting to school (i.e. birthdays) are not necessarily the most appropriate for all children. Some young children will demonstrate these behaviors "sometimes" and others will "not yet" be proficient. Given time and appropriate experiences, they will, however, reach these goals.

Complex thought requires complex evaluation procedures. In a world in which major issues have many possible resolutions, students who master skills and concepts appropriate to their age and grade levels will utilize varying processes and strategies to solve problems and reach conclusions - many of which will vary but will have merit. Assessment of student achievement as schools prepare students to become productive citizens in the 21st century must do more than evaluate students in a single format. The determination of proficient performance must recognize excellence and consistency, document progress, and promote self-confidence. This document includes proficiencies for grades 3, 6, and 8. The K-12 proficiencies may be obtained from the Department of Public Instruction.

Mathematics Proficiencies: Third Grade

Expectations are that third grade students are very actively engaged in *doing* mathematics. They can describe their ideas and thinking both orally and in writing. Proficient third graders relate manipulatives with ideas and can explain and record the mathematical concepts using precise vocabulary and symbols.

Students who are performing at a proficient level in third grade demonstrate an extended understanding of place value concepts to 3-digit numbers. They are able to compare, order, and classify numbers less than a thousand; they are beginning to read and use larger numbers when they are in meaningful contexts. They demonstrate a working knowledge of all four operations. They are able to model whole number operations in a variety of ways. Given a number sentence, they can create a story which illustrates as well as identifies the operation needed to solve word problems. They know all of the addition and subtraction facts and have memorized the easier multiplication facts. They are able to add and subtract 3-digit numbers. These students are able to create concrete and pictorial representations of fractions, compare these fractions, and describe the relationships of parts to wholes. They use fraction notation to label their examples.

At this level students move from making simple geometric and numerical patterns to using patterns to solve problems and make predictions. They are able to extend patterns beyond what has been memorized or what is given; they recognize similar patterns in different situations. The students begin to use mathematical reasoning in resolving unfamiliar problems. They employ a wide variety of strategies as they engage in the problem solving process. Proficient third graders defend, orally and in writing, the reasonableness of their solutions and the completeness of answers. They demonstrate an understanding of classification and seriation in a variety of daily activities. They are able to use calculators to explore number patterns and as a tool for computing.

Proficient third grade students demonstrate an understanding of geometric properties, relationships, and spatial sense by building solid figures to match models and pictures. They use appropriate geometric vocabulary and are able to apply concepts of symmetry and congruence. They can select, use, and read appropriately customary and metric measurement tools for given tasks, reading the instruments correctly. They begin to internalize relationships within the same measurement system, such as inches in a foot and ounces in a pound. They can write and tell time to the nearest minute. They are comfortable evaluating sets of coins, making change, and identifying equivalent amounts of money. They can read and write amounts of money up to five dollars in decimal form.

Using a variety of information sources they can identify main ideas, draw conclusions and make predictions. Proficient third graders collect, organize, and display data, over time, from surveys and classroom experiments. They can locate points on a coordinate grid and name the positions accurately.

Specific performance indicators for grade three mathematics are described in the *Standard Course of Study*, reflecting tasks which proficient third graders can do most of the time. They may be summarized as follows:

- Uses models to demonstrate an understanding of place value, number concepts, and operations, describing real world situations and relating manipulatives with symbolic representations
- Applies mathematical concepts in everyday activities, demonstrating understanding both orally and in writing
- Models and compares fractions and mixed numbers
- Uses classification and explains criteria
- Demonstrates spatial understandings and skills
- Uses patterns to make predictions and solve problems
- Utilizes available technology to explore patterns and solve problems
- Estimates outcomes, determining reasonableness of results
- Uses standard and customary units to measure
- Demonstrates an understanding of time and money
- Creates and solves problems
- Begins to internalize equivalent measurements
- Gathers and organizes data into a variety of displays
- Interprets data and makes predictions based on data
- Uses coordinate grids
- Recalls easier multiplication facts

Mathematics Proficiencies: Third Grade Teacher Handbook references for instructional planning

- Uses models to demonstrate an understanding of place value, number concepts, and operations, describing real world situations and relating manipulatives with symbolic representations (1.1, 1.2, 1.5, 7.1, 7.2, 7.5, 7.6, 7.7, 7.8)
- Applies mathematical concepts in everyday activities, demonstrating understanding both orally and in writing (1.3, 1.4, 1.5, 2.6, 3.5, 3.6, 4.13, 5.5, 5.6)
- Models and compares fractions and mixed numbers (1.6, 1.7, 1.8)
- Uses classification and explains criteria (2.1, 3.1)
- Demonstrates spatial understandings and skills (2.2, 2.3, 2.4, 2.5, 2.6)
- Uses patterns to make predictions and solve problems (3.2, 3.3, 3.4, 3.5, 3.6, 6.4)
- Utilizes available technology to explore patterns and solve problems (3.7, 5.4, 7.3)
- Estimates outcomes, determining reasonableness of results (4.1, 4.2, 4.3, 4.9, 4.13, 5.6)
- Uses standard and customary units to measure (4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7)
- Demonstrates an understanding of time and money (4.4, 4.5, 4.8, 4.9, 4.10, 7.4)
- Creates and solves problems (5.1, 5.2, 5.3, 5.4, 7.3)
- Begins to internalize equivalent measurements (4.1, 4.2, 4.3, 4.7)
- Gathers and organizes data into a variety of displays (6.1, 6.2, 6.7)
- Interprets data and makes predictions based on data (6.3, 6.4, 6.7)
- Uses coordinate grids (6.5, 6.6)
- Recalls easier multiplication facts (7.6)

Mathematics Proficiencies: Sixth Grade

Proficient sixth grade students have a firm grasp of the base 10 system, both whole numbers and decimals, and are able to compare this system with other numeration systems. They have beginning understandings of integers, especially within real-life settings. These students demonstrate an understanding of operations with decimals, including division, and a consistent proficiency with whole number operations. They use order of operations in computation. They can solve and evaluate increasingly complex problems.

In solving routine and non-routine problems proficient students employ appropriate strategies and can justify their selections orally and in writing, using appropriate mathematical language and symbols. They use technology as a tool for solving problems and for data investigations. They are able to create and evaluate a variety of data representations, using measures of central tendency and range to help describe the data.

At the sixth grade students can explain, represent, and use fractions in an increasingly efficient manner. They demonstrate an understanding of estimation and operations with fractions and mixed numbers. They can model an understanding of ratio, proportions and percent using materials and pictures.

Sixth graders demonstrate an understanding of properties of geometric figures by building and describing a wider variety of models. They recognize the results of transformations and can name corresponding parts of similar and congruent figures. They use patterns in more sophisticated ways to describe relationships among sets of numbers, to explore divisibility, to explore geometric ideas and to solve problems. They employ algebraic fundamentals as they model concepts and properties of variables, expressions and equations.

Students can make a variety of measurements and determine sufficient precision for each assigned task. They can describe relationships of units within the same measurement system and make conversions from one unit to another. They can explain with models and diagrams the formulas for areas of triangles, parallelograms, and circles and compute these measures. They can model and explain the formula for volume of rectangular solids and solve problems using this information.

Proficient sixth graders are able to determine the probability of simple events by devising and conducting experiments or simulations. They can discuss the likelihood of events. They use appropriate vocabulary in explaining and recording probability events including the use of fraction notation.

Specific performance indicators for sixth grade mathematics are described in the *Standard Course of Study*, reflecting tasks which proficient sixth graders can do most of the time. These may be summarized as follows:

- Models the relationships among fractions, decimals, ratios, proportions and percents
- Reads, writes, and uses numbers in various forms
- Demonstrates an initial understanding of integers
- Uses prime factorization as one way to describe numbers
- Builds a variety of geometric figures and describes their properties
- Recognizes geometry in the environment and the results of transformations
- Uses models and realistic examples when applying concepts related to patterns and relationships
- Measures with appropriate precision, unit, and tool
- Uses models to develop formulas and begins to apply formulas to find area, perimeter and volume

- Selects appropriate methods and uses an organized approach to solve routine and non-routine problems
- Creates and evaluates representations of data
- Uses technology in a variety of ways
- Demonstrates an understanding of basic probability
- Computes with whole numbers, decimals and fractions
- Estimates percents in contexts
- Relates percents to fractions

Mathematics Proficiencies: Sixth Grade

***Teacher Handbook* references for instructional planning**

- Models the relationships among fractions, decimals, ratios, proportions and percents (1.1, 1.2, 1.6)
- Reads, writes, and uses numbers in various forms (1.3, 1.7, 1.8)
- Demonstrates an initial understanding of integers (1.8, 6.4, 7.8, 7.9)
- Uses prime factorization (1.4, 1.5)
- Builds a variety of geometric figures and describes their properties (2.1, 2.2, 2.3, 2.4)
- Recognizes geometry in the environment and the results of transformations (2.5, 2.6, 2.7)
- Uses models and realistic examples when applying concepts related to patterns and relationships (3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.3, 4.4, 7.13)
- Measures with appropriate precision, unit, and tool (4.1, 4.2, 4.6)
- Uses models to develop formulas and begins to apply formulas to find area, perimeter and volume (4.3, 4.4, 4.5)
- Selects appropriate methods and uses an organized approach to solve routine and non-routine problems (5.1, 5.2, 5.3, 5.4, 7.2)
- Creates and evaluates representations of data (5.5, 6.1, 6.2, 6.3, 6.6)
- Uses technology in a variety of situations (3.3, 5.4, 6.3, 7.2)
- Demonstrates an understanding of basic probability (6.5, 6.7, 6.8, 7.13)
- Computes with whole numbers, decimals and fractions (7.1, 7.3, 7.4, 7.5, 7.6, 7.7, 7.11)
- Estimates percents in contexts (7.10, 7.11)
- Relates percents to fractions (1.6, 7.12)

Mathematics Proficiencies: Eighth Grade

Proficient eighth grade students use mathematics in a manner similar to adults. They recognize when a precise answer is necessary and when an estimate is sufficient. They routinely use calculators whenever they increase efficiency. They make connections within mathematics and in its applications in other content areas. They are able to build upon mathematical relationships.

Mathematics becomes a tool for proficient eighth graders. They recognize and use mathematics in the environment, in business and work-related situations, and in daily living. They are accurate in their application of operations. The students are beginning to use algebraic methods and have internalized arithmetic concepts and mathematical models so that they are prepared for the more abstract concepts and generalizations of algebra. They are able to discuss the relevance and value that mathematics has for all citizens.

At the eighth grade level proficient students are able to choose and apply appropriate formulas to solve problems. They can look at complex problems and clarify essential ideas. These students evaluate solutions and are able to use and explain mathematical concepts such as absolute value, triangle congruent relationships, irrational numbers, and the laws of exponents.

They apply their knowledge of statistics to problematic situations and can create and interpret complex data displays, including data involving two variables. They are able to make judgments and decisions from the information. They are able to analyze representations of data and recognize the misuses of mathematics in data interpretations.

A summary of eighth grade expectations from the *Standard Course of Study* reinforces the goal that proficient students have necessary mathematical skills and understandings to be successful in algebra and other more advanced mathematics courses and for being productive citizens.

Demonstrates understanding and use of numbers in academic and real-world situations
Defines and uses number properties and elementary algebraic skills to solve problems
Analyzes data, and applies understandings of more complex mathematical concepts
Substitutes in formulas and solves for one unknown
Solves problems that involve geometric and measurement concepts
Integrates understanding of patterns and geometric concepts with visualization skills to solve problems and complete tasks
Applies mathematical reasoning in solving problems and making decisions
Uses organized approaches and a variety of strategies to solve problems and make predictions
Represents problems and solutions verbally, numerically, graphically, geometrically, and symbolically
Employs statistical processes in gathering, organizing, displaying, and interpreting data
Demonstrates an understanding of the relevance and value that mathematics has for all citizens

Mathematics Proficiencies: Eighth Grade ***Teacher Handbook* references for instructional planning**

Demonstrates understanding and use of numbers in academic and real-world situations (1.1, 1.2, 1.4, 7.1)
Defines and uses number properties and elementary algebraic skills to solve problems (3.1, 3.2, 3.4, 3.5, 3.6, 3.7)
Analyzes data, and applies understandings of more complex mathematical concepts (1.3, 1.5, 1.6, 1.7, 2.1, 3.3, 7.2)
Substitutes in formulas and solves for one unknown (2.1, 3.7, 4.4)
Solves problems that involve geometric and measurement concepts (2.1, 2.2, 2.7, 4.1, 4.3, 4.4, 4.5)
Integrates understanding of patterns and geometric concepts with visualization skills to solve problems and complete tasks (2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.5, 5.5)
Applies mathematical reasoning in solving problems and making decisions (4.2, 5.3, 5.4, 5.6, 6.3, 6.4, 6.5)
Uses organized approaches and a variety of strategies to solve problems and make predictions (3.4, 3.6, 3.7, 5.1, 5.2, 6.6, 7.1)
Represents problems and solutions verbally, numerically, graphically, geometrically, and symbolically (5.5)
Employs statistical processes in gathering, organizing, displaying, and interpreting data (6.1, 6.2)
Demonstrates an understanding of the relevance and value that mathematics has for all citizens

Instructional Time

School systems throughout North Carolina will require a minimum of 5.5 hours of instructional time per student per day. Instructional time is that time during which students are assigned to a teacher for the primary purpose of instruction. Instruction is any activity that leads toward the mastery of specific educational goals as stated in the North Carolina Standard Course of Study and local guides. The North Carolina State Board of Education requires that the instructional day for each child shall be 5.5 hours, except in those situations where a local board of education deems such as instructional day inappropriate for a child. Local boards of education may also deviate from this standard in providing education for kindergartners and for handicapped children.

Though definitely a part of school life, some activities, such as the following, are not considered to be part of instructional time: driver training, changing classes, homeroom, lunch, pep rallies, and school dances. Local boards of education will decide which other activities are instructional, and therefore part of the instructional day, in accordance with the second and third sentences of the first paragraph of this section. Although the instructional day will last a minimum of 5.5 hours throughout the state, the length of the school day, which includes additional activities, can be expected to vary from school district to school district, from school to school, and even from student to student.

School Year

There shall be operated in every school in the state a uniform school term of at least 180 days for instructing pupils, of which one day may be used for orientation.

High School Graduation Requirements

(Pending Revision by State Board of Education) In order to graduate and receive a high school diploma, public school students must attain passing scores on competency tests adopted by the State Board of Education and administered by the LEA. Students who satisfy all state and local graduation requirements, but who fail the competency tests will receive a certificate and transcript, and may be allowed by the LEA to participate in graduation exercises.

- (1) LEAs score the competency tests separately according to passing scores or criterion levels approved by the SBE.
- (2) LEAs may change the form or content of the competency tests where necessary to allow special education students to participate, but these students must achieve a level of performance on each test equal to the passing scores or criteria levels.
- (3) Special education students may apply in writing to be exempted from taking the competency tests. Before it approves the request, the LEA must assure that the parents, or the child if aged 18 or older, understand that each student must pass the competency tests to receive a high school diploma.
- (4) Any student who has failed to pass the competency tests by the end of the last school month of the year in which the student's class graduates may receive additional remedial instruction and continue to take the competency tests during regularly scheduled testing until the student reaches maximum school age.

In addition to the above requirements, students must successfully complete 20 course units in grades 9-12.

- (1) For students who enter the ninth grade for the first time in the 1992-93 school year and those after (class of 1996), the 20 units must include:
 - four units in English;
 - three units in mathematics, one of which must be Algebra I;
 - three units in social studies, one of which must be government and economics, one in United States History and one in world studies;
 - three units in science, one of which must be biology and one a physical science; and,
 - one unit in health and physical education
 - six units designated by the LEA, which may be undesignated electives or courses designated from the *Standard Course of Study*
- (2) LEAs may count successful completion of course work in the ninth grade at a school which does not award course units in the ninth grade toward the requirements of this Rule.
- (3) LEAs may count successful completion of course work in grades 9-12 at a summer school session toward the requirement of this Rule.
- (4) LEAs may count successful completion of course work in grades 9-12 at an off-campus institution toward the requirements of this Rule.

Note Senate Bill 863: Implications for students with learning disabilities.

V. Material Support

Instructional Materials

Funds for instructional supplies and materials will be allotted in the amount of \$25 in constant (1985) dollars for each student in average daily membership.

Instructional Equipment

An additional \$1.71 will be provided for each student in ADM for instructional equipment, including, but not limited to math and science.

Textbooks

Funds for textbooks will be allotted in the amount of \$20 in constant (1985) dollars for each student in average daily membership. A current list of approved textbooks is available from the Office of the Administrative Assistant to the State Textbook Commission located in the Department of Public Instruction.

Instructional Material, Supplies and Equipment for Exceptional Children

Appropriate materials, supplies and equipment must be made available on an equitable basis to exceptional students so that their individual educational needs will be met.

Facility Program

Individual School Facilities

School facilities should provide an adequate environment to support all learning activities, functions and student services which make up the total school curriculum. Some characteristics of good school facilities are:

- Safe-complies with North Carolina Building Codes for fire, health, and safety
- Clean, sanitary
- Adequate heating and ventilating systems
- Adequate air conditioning systems (particularly in Piedmont and coastal North Carolina)
- Adequate lighting
- Good acoustics
- Aesthetically pleasing and conducive to learning
- Accessible to handicapped persons
- Suitable for use by the community
- Flexible in design to allow for change in curriculum demands

Specific school facility standards have been adopted by the State Board of Education. Copies of the standards are available from the Office of the Assistant State Superintendent for Auxiliary Services in the Department of Public Instruction.

VI. Staffing

A. District Level Staffing

1. Superintendents - One for each LEA
2. Assistant or Associate Superintendents - Positions will be allotted as follows:

ADM	Number of Positions
0- 1,999	1
2,000 - 4,999	2
5,000 - 9,999	3
10,000 or above	4
each additional 10,000 above 19,999	1

3. Finance Officer - One position will be allotted for each County
4. Psychologists - One for every 2,000 students in ADM, at least one per county

5. School Social Workers - One for every 2,500 students in ADM, at least one per county

6. School Nurses - One for every 3,000 students in ADM, at least one per county

7. Instructional Supervisors - Positions will be allotted as follows:

ADM	Number of Positions
0 - 1,999	1
2,000 - 4,999	2
5,000 - 9,999	3
10,000 - 14,999	4
each additional 5,000	1

8. Math, Science and Computer Science Teachers (Special allotment of 100 teachers) -One for each county

9. Maintenance Supervisors - One for each LEA

10. Secretaries/Clerical Assistants (Central Office) -12-month positions will be allotted as follows:

ADM	Number of Positions
0 - 1,999	3
Each additional 1,000	1

11. Maintenance Workers - One position for every 400 students in ADM

12. Transportation Supervisors - One for each county

13. Child Nutrition Directors - One director per LEA plus additional funds per child in ADM to provide supervisors and managers

14. Transportation Workers - Allotment to be determined based on demonstrated need, including the approved number of school buses in operation during the school year

15. Community Schools - one for each LEA

B. School Level Staffing (All positions in this section are assigned at the school level. Some are allotted, however, based on district-wide ADM; others by school.)

By District ADM:

1. Classroom Teachers (The following ratios are needed to maintain appropriate class sizes. They are explained in Section D.)

- K-3: One teacher for every 20 ADM
- 4-6: One teacher for every 22 ADM
- 7-8: One teacher for every 21 ADM
- 9-12: One teacher for every 24.5 ADM

The ratios for students classified as disabled or academically gifted should not exceed the ratios in "Procedures Governing Programs and Services for Students with Special Needs."

Teacher assistants, adaptive physical education specialists, audiologists, transportation assistants, occupational therapists, physical therapists, school psychologists, social workers, transition specialists, and interpreters for students who are deaf and other related services are needed to assist exceptional teachers in providing appropriate instruction, to allow students with disabilities to remain in public day school settings, and to allow handicapped students to be successful learners.

2. **Instructional Assistants**

K-3: One for every 23 ADM

3. **Counselors** - One position for every 400 students in ADM

4. **Media Coordinators (librarians)** - One position for every 400 students in ADM

5. **Assistant Principals** - One position for every 700 students in ADM

6. **Custodians** - One 12-month position for every 216 students in ADM

7. **Instructional, Lab, Media, or Clerical Assistants** - One position for every 285 students in ADM

8. **School Secretaries** - One 12-month position for every 375 students in ADM

By School:

9. **Principals** - One for every school with at least seven (7) state allotted teachers or 100 students in ADM, unless the State Board of Education determines that special circumstances warrant allotment of a principal to a smaller school.

10. **Athletic Trainers** - One supplement to provide a teacher/athletic trainer for every high school

11. **Dropout Prevention Programs** - One in-school suspension position per high school having grades 9 and 10 or a 12th grade. The remainder of the funds will be distributed equitably over the ADM in grades 7-12 for dropout prevention programs.

C. Staff Development

Funds for staff development will be allotted on the basis of twenty-five percent of local staff development appropriations equally among all local school administrative units. The remainder of the funds will be allotted on the basis of average daily membership for the prior school year or projected ADM for the current year, whichever is more.

D. Explanation of Staffing Ratios and Class Sizes

The Basic Education Program calls for class sizes of 23 for grades K-3 and 26 for grades 4-12 and expanded curricular offerings for all grades. A broader, deeper program requires teacher allotment ratios somewhat lower than the class size ratios, because offering more courses requires more teachers for the same number of students. How many more teachers are needed depends upon the program offered.

The following is an example of the relationship of the allotment ratio for grades 4-6 to the class size for grades 4-6. The principles illustrated by this example also apply to other grade spans.

Assume that a local unit has an average daily membership of 572 students in grades 4-6. The state now provides funding sufficient to support an average class size in those grades of 26 students. Thus, if we divide the ADM of 572 by the average class size of 26, we find that the local unit would need 22 regular classroom teachers to meet the class size requirement.

The Basic Education Program, however, calls for expanded instruction in the arts, in a second language, and in physical education. To provide instruction in these subjects for every child would require four additional teachers, or a total of 26.

Dividing the unit ADM of 572 by 26, we find that one teaching position must be allotted for every 22 students in ADM in order to provide the instructional program called for in the Basic Education Program.

In like manner, we find that in grades K-3, to offer the full program and maintain an average class size of 23, we need to allot teachers at a ratio of one teacher for every 20 students in ADM. In grades 7-8, we need to allot at 1:21 to offer the program and maintain an average class size of 26. In grades 9-12, we need to allot at 1:24.5 to offer the full program and maintain an average class size of 26.

*Enacted in 1985
Chapter 479 Section 55*

Appendix

HIGH SCHOOL ELECTIVES

The following electives are listed as suggestions. They are not part of the Basic Education Program, and they have not been factored into the costing out of the Program. Local administrative units which choose to offer these electives are expected to do so at local expense.

ARTS

Visual Arts:

Photography
Jewelry Making
Textiles
Pottery

Film-making
Commercial Design/Graphics
Batik
Art IV

Dance:

Dance III
Dance IV
Ballet I
Ballet II

Dance History
Composition
Choreography

Drama:

Introduction to Theatre
Technical Theatre II
Acting I

Advanced Acting
Directing
Theatre History

Music:

Classical Piano
Electronic Music
Music Theory

Stage Band
Classical Guitar
Swing Choir

ENGLISH LANGUAGE ARTS (COMMUNICATION SKILLS)

Journalism
Dramatic Literature
Humanities
Speech

Developmental Reading
Composition
Creative Writing

HEALTHFUL LIVING

Swimming

MATHEMATICS

Trigonometry
Advanced Algebra
Calculus

Computer Mathematics
Analytical Geometry
Probability and Statistics

SCIENCE

Advanced Biology
Advanced Chemistry
Anatomy and Physiology
Applied Science
Astronomy

Geology
Field Botany
Environmental Studies
Advanced Physics
Independent Study

SOCIAL STUDIES

International Studies
Law and Justice
Psychology
Sociology
Local and State History and Government
Physical and Cultural Geography

Humanities
Advanced U.S. History
Advanced World History
Advanced Government
Advanced Economics