

**CONTENTS:**

- Overview
- Language Arts
- Mathematics
- Science
- Social Studies
- World Languages/Dual Language Immersion
- Visual and Performing Arts
- General Music
- Health and Physical Education
- Character Education
- Gifted Education
- Counseling and Advisement
- Special Education
- English to Speakers of Other Languages
- Testing
- Parent Portal

**Welcome to Fourth Grade**

Together, we can help your child achieve educational excellence.

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

**INSPIRE. ACHIEVE. EXCEL.**

## CURRICULUM OVERVIEW

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

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

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

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



### LANGUAGE ARTS

Students in fourth grade read a variety of topics, with a focus on increasing their ability to read aloud with fluency and comprehension. Fourth graders read thoughtfully, discover details, extract meaning from what they read, and read more complex texts. They enjoy a variety of genres, including fiction and non-fiction texts and poetry. Fourth graders are working independently on research projects and making all of their writing more sophisticated and meaningful. With some guidance, they use all aspects of the writing process to produce their own compositions and reports and use technology to publish their writing. They are becoming more adept at summarizing main points from literary and informational texts and use more abstract skills to synthesize and evaluate writing. By the end of the Fourth Grade, students are aware of the importance of the conventions of language. Fourth graders understand the importance of spelling and the importance of correct language.

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

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

.....

**FOURTH GRADERS ARE WORKING INDEPENDENTLY ON RESEARCH PROJECTS AND MAKING ALL OF THEIR WRITING MORE SOPHISTICATED AND MEANINGFUL.**

.....

Content standards for fourth grade are arranged within the following domains and clusters:

#### READING FOUNDATIONAL SKILLS

- Phonics and word recognition
- Fluency

#### READING LITERACY

- Key ideas and details
- Craft and structure



- Integration of knowledge and ideas
- Range of reading/Text complexity

## READING INFORMATIONAL

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

## WRITING

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

## LANGUAGE

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

## SPEAKING AND LISTENING

- Comprehension and collaboration
- Presentation of knowledge and ideas



## MATHEMATICS

The Grade 4 Mathematics Curriculum provides instruction to build mathematical concepts, procedures and skills. It provides a balance of computational fluency, procedural fluency and problem solving. These types of activities help build mathematical literacy for students to be successful in meeting and exceeding the expectations of the Georgia Standards of Excellence.

The Grade 4 curriculum focuses on three critical areas:

1. Developing an understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends
2. Developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers
3. Understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry

To achieve the level of rigor in the mathematics classroom daily, Grade 4 students will be asked to persevere and attend to precision for all math learning experiences.

Content standards for Grade 4 are arranged within the following domains and clusters:

## OPERATIONS AND ALGEBRAIC THINKING

- Use the four operations with whole numbers to solve problems
- Gain familiarity with factors and multiples
- Generate and analyze patterns

## NUMBER AND OPERATIONS IN BASE TEN

- Generalize place value understanding for multi-digit whole numbers
- Use place value understanding and properties of operations to perform multi-digit arithmetic

## NUMBER AND OPERATIONS—FRACTIONS

- Extend understanding of fraction equivalence and ordering
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers
- Understand decimal notation for fractions, and compare decimal fractions

## MEASUREMENT AND DATA

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit
- Represent and interpret data
- Geometric measurement: understand concepts of angle and measure angles

## GEOMETRY

- Draw and identify lines and angles, and classify shapes by properties of their lines and angles

Grade 4 students will use a variety of strategies and math tools as they learn math. They will be asked to demonstrate their understanding using pictures, words, numbers, and concrete models. The use of technology is an integral part of supporting the teaching and learning of the content standards. Students will use problem solving strategies and processes within the problem-based learning environment.



## SCIENCE

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

The Fourth Grade science curriculum engages students in constructing meaningful models that allow them to gain understanding of the natural world. They speculate about observations they make. They add, subtract, multiply, and divide whole numbers on paper, mentally, and with calculators. They list common materials for making simple mechanical constructions and for repairing things. Fourth graders gather and interpret data and use records, tables, or graphs to identify patterns of change. They write instructions and make sketches that allow others to carry out a scientific investigation. They determine whether or not a comparison is fair if conditions are different for each thing being compared. They question claims or statements made by people outside their field of expertise.

In Fourth grade, students will:

- Use skills to compare and contrast the physical attributes of stars and planets
- Model the effects of the relative motion of the Earth and moon around the sun
- Use weather charts/maps to predict weather events
- Conduct investigations about the water cycle
- Understand their relationship with heat energy
- Communicate information about the nature of light and sound
- Study the effects of balanced and unbalanced forces on an object
- Describe the flow of energy in an ecosystem and the roles organisms play in a community



## SOCIAL STUDIES

In fourth grade, students continue with year two of a three year study of United States history in which all four strands (history, geography, civics/government, and economics) are integrated. Students begin the year learning about the French and Indian War and end with the Reconstruction period. The geography strand emphasizes the influence of geography on U.S. history during these same time periods. In the civics/government strand, students learn about concepts and rights contained within our founding documents. The economic strand uses material from the history strand to deepen understanding of economic concepts.

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

### MAP AND GLOBE SKILLS

- Use graphic scales to determine distances on a map
- Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities
- Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations

### INFORMATION PROCESSING SKILLS

- Formulate appropriate research questions
- Determine adequacy and/or relevancy of information
- Check for consistency of information
- Interpret political cartoons



## WORLD LANGUAGES/ DUAL LANGUAGE IMMERSION

The focus in the Fourth Grade is on the development of cognitive skills through interpersonal, interpretive, and presentational communication. Students explore the following themes: school and classroom; autobiographical events; stores and clothing; food pyramid; climate; and geography and travel. Language learning will be supported by comprehensible input strategies. The target language is the mode of communication between the learner and the teacher.

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

## PRESENTATIONAL MODE OF COMMUNICATION

- Use expressions of courtesy
- Make simple requests
- Comprehend basic directions
- Ask for clarification
- Give simple descriptions
- Use sequenced information
- Ask rehearsed questions using specific themes
- Answer questions pertaining to self, family, and school
- Initiate conversation and participate when spoken to
- Use formal and informal forms of address
- Demonstrate proficiency in oral and written exchanges: pronunciation, intonation, and mechanics

## INTERPRETIVE MODE OF COMMUNICATION

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

## PRESENTATIONAL MODE OF COMMUNICATION

- Share information about self, family, and surroundings
- Retell stories and events using their own words
- Write short narratives
- Rewrite story events in their own words
- Label picture and write storyboards

## CULTURAL PERSPECTIVE, PRACTICES, AND PRODUCTS

- Identify practices and products of the target culture
- Participate in culturally-authentic activities

- Identify symbols and landmarks of places where the target language is spoken
- Identify significant people from the target language culture
- Identify similarities and difference between different cultures

## CONNECTIONS, COMPARISONS, AND COMMUNITIES

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

## DUAL LANGUAGE IMMERSION

The district implements a 50/50 immersion model. Students learn the content-specific standards of the Georgia Standards of Excellence for mathematics, science and target language literacy through use of the target language (French, Spanish or German). Speaking, listening, reading, and writing are also addressed in the immersion classroom. In the partner classroom, students study literacy and social studies as well as receive math support in English.

The immersion program provides important benefits to students in the areas of cognition, achievement, and linguistics.

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

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

**Achievement**—Studies consistently show that immersion students achieve as well as or better than non-immersion peers on standardized measure of verbal and mathematics skills administered in English (Cloud, Genesee & Hamayan,

2000). Immersion students demonstrate a high level ability to solve problems, which is a 21st century skill needed in the workplace. Immersion students possess skills that give them a competitive advantage not only in pursuing continuing educational opportunities but also an advantage with peers.

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

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



## VISUAL AND PERFORMING ARTS

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

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

## VISUAL ARTS

The Visual Arts Program is designed to help fourth grade students acquire the knowledge and skills embedded in an arts integrated curriculum. Fourth graders who participate in the district's Visual Arts program learn about the Principles and Elements of Design that are found in all artworks. Students are given the opportunity to learn about arts and artists from around the world and through the centuries. Students learn about art and are given real life connections by making art works of their own such as, paintings, drawing and 3-D pieces.

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

- Symmetrical and asymmetrical balance
- Positive and negative space
- Abstract art, representational and non-representational forms
- Mood in an art piece
- Theme, the artist's intentions for the audience
- Radial balance
- Elements and principles of design (visual verbal journals/sketchbooks and writing critiques)
- Talking about art

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

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

## DANCE

- Identifies and demonstrates movement elements, skills, and terminology in dance
- Demonstrates and understands dance in various cultures and historical periods
- Recognizes connections between dance and wellness
- Demonstrates an understanding of creative and choreographic principles, processes, and structures

## DRAMA

- Identifies and demonstrates movement elements, skills, and terminology in drama
- Demonstrates and understands drama in various cultures and historical periods
- Recognizes connections between the stage, audience and actors/actresses
- Demonstrates an understanding of creative and dramatic principles, processes, and structures



## GENERAL MUSIC

Music is an essential element in the fabric of a fully developed human being. The study of music in K-5 grades uniquely embraces a sequential and quality performance-based curriculum that is developmentally appropriate to all learners.

The district provides a curriculum based on the belief that music education is a lifelong process that is sequential and skill based. Studies have proven that music fosters the development of brain-based concepts of learning and provides a framework where students can learn intrapersonal and interpersonal skills. Most importantly, music education involves, enhances, and contributes to the life of the community. It is the mission of the DeKalb County School District to enable every student to become artistically literate, creative, and lifelong participants in music education.

The goal of the music department is to contribute to each student's growth and development in the creative, artistic and intellectual domains through an arts integrated curriculum. This involves a unified approach to education (parents, community, and school) coupled with the delivery of a planned, sequential and a developmentally appropriate instructional curriculum.

The music education curriculum is designed to help students acquire the knowledge and skills embedded in an arts integrated curriculum. There is no better subject that demonstrates the cross-curricular integration of language arts, social studies, history, mathematics, foreign language, etc., more than music education.

The course of study in general music focuses on musical skills, techniques, performance, creating, critical analysis/investigation, and understanding the cultural and historical context of music. The spiral curriculum includes the musical elements of melody, rhythm, expression, timbre, form, harmony, and texture, as well as culture, style, and notation.

Students participate through singing, playing instruments, reading music, listening, moving, analyzing, and creating music. Students learn to connect music with other arts and subject matter beyond the arts. This comprehensive and sequential music curriculum provides opportunities for every student in kindergarten through fifth grade to develop musical skills as a part of his or her intellectual, aesthetic, and creative development. Classes meet for a minimum of 30-60 minutes per week.

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

- Performing, listening, moving and/or distinguishing between music from various historical periods and cultures (e.g., Baroque, Classical, Romantic, and Contemporary periods and recognize prominent composers from each period)
- Describing the role of music and musicians in various historical time periods
- Demonstrating appropriate audience behavior for the context and style of music performed
- Moving, alone and with others, to a varied repertoire of music
- Responding to melodic contour, contrasts, and events in music with gross and fine loco motor and non-loco motor movements
- Performing choreographed and non-choreographed movements
- Performing dances from various cultures including traditional folk dances with and without a partner

## BEGINNING BAND

This course provides opportunities for students to learn beginning techniques and skills on a wind or percussion instrument. Study includes emphasizing proper care and instrument assembly, tone production through good embouchure techniques, correct posture; and working individually and collectively on music notation, articulation, dynamics, form, rhythmic studies, performance literature, historical and cultural influences.

## BEGINNING ORCHESTRA

This course provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play orchestral string instruments. Study includes the care and cultivation of a beautiful tone, the ability to read music, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities

to experience the spontaneity of improvisation and the creative process of composition. Students will strengthen listening skills and their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. No prerequisite course is required.



## HEALTH AND PHYSICAL EDUCATION

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

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

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

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

1. Alcohol and other drug use
2. Disease prevention
3. Environmental health
4. Nutrition
5. Personal health
6. Sex education/AIDS education\*
7. Safety
8. Mental health
9. Growth and development
10. Consumer health
11. Community health

12. Health careers
13. Family living
14. Motor skills
15. Physical fitness
16. Lifetime sports
17. Outdoor education
18. Fitness assessment

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

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

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



## CHARACTER EDUCATION

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



## GIFTED EDUCATION

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

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

### RESOURCE MODEL

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

### CLUSTER GROUPING

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

### ADVANCED CONTENT

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



## COUNSELING AND ADVISEMENT

The DeKalb County School District’s comprehensive counseling program is guided by the American School Counselors Association (ASCA) Mindsets and Behaviors for Student Success: K-12 College and Career Readiness for Every Student. The 35 standards (see chart that follows) include the knowledge, skills, and attitudes students need to achieve academic success, college and career readiness, and social/emotional development. Grade-level competencies have measurable expectations that students attain as they make progress toward the standards.

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

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

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

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

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

## CATEGORY 1: MINDSET STANDARDS

School Counselors encourage the following mindsets for all students:

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

## CATEGORY 2: BEHAVIOR STANDARDS

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

### LEARNING STRATEGIES

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

### SELF-MANAGEMENT SKILLS

1. Ability to assume responsibility
2. Self-discipline and self-control
3. Ability to work independently
4. Demonstrate ability to delay immediate gratification for long-term rewards
5. Perseverance to achieve long- and short-term goals
6. Ability to overcome barriers to learning
7. Effective coping skills when faced with a problem
8. Ability to balance school, home, and community activities
9. Personal safety skills
10. Ability to manage transitions and ability to adapt to changing situations and responsibilities

### SOCIAL SKILLS

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



## SPECIAL EDUCATION

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

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

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

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

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

## CONSULTATION

Students with disabilities receive at least one segment per month of direct service in the general or special education classroom.

## SUPPORTIVE INSTRUCTION

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

## COLLABORATION

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

## CO-TEACHING

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

## SPECIAL EDUCATION SETTING

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

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

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

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

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

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



## ENGLISH TO SPEAKERS OF OTHER LANGUAGES

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

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

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

Students may receive instruction through the following program:

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

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

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



## TESTING

The state of Georgia requires assessments of all students enrolled in its K–12 public schools. Aside from accountability features, assessments also provide a wealth of information regarding the progress of students and schools. Educators gain large amounts of data for analysis and use it in planning, and parents gain more information about the academic growth of their child.

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

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

## TESTING IN FOURTH GRADE

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

## **MEASURES OF ACADEMIC PROGRESS**

MAP assessments are administered three times during the course of the school year and measures what a student knows, is ready to learn, and is projected to achieve. It is currently used district-wide as one of the tests used to determine gifted eligibility. MAP is a computer-based adaptive assessment that delivers key information about students' performance levels and instructional needs. MAP also provides a learning continuum for teachers to utilize as an instructional guide to help students attain the core skills necessary to achieve grade level proficiency.

## **DEKALB COUNTY SCHOOL DISTRICT BENCHMARKS**

DeKalb County School District Benchmarks were created specifically for the district through a collaborative effort with University of Georgia and district level content specialists. All benchmarks infuse state-adopted content standards into targeted unit assessments which are designed to measure student proficiency following classroom instruction. Based on the results, instruction can then be modified to increase student performance in an effort to improve overall achievement and readiness. Students in grades 1-8 will be assessed in English language arts, mathematics, science and social studies.

## **NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS**

The National Assessment of Educational Progress (NAEP) is more commonly known as "The Nation's Report Card." It is the largest continuing and nationally representative assessment of what our nation's students know and can do in various subjects. Assessments are given most frequently in mathematics, reading, science, and writing.

## **GEORGIA MILESTONES END OF GRADE**

The Georgia Milestones End of Grade Assessment is a comprehensive summative assessment program that measures how well students have gained knowledge and skills outlined in the state-adopted content standards in English Language Arts, mathematics, science and social studies. Students in grades 3-8 take an end-of-grade assessment in English Language Arts and mathematics while students in grades 5 and 8 are also

assessed in science, and social studies. It is designed to not only provide information about how well students are mastering the state-adopted content standards in the core content areas of English Language Arts, mathematics, science and social studies, but to also provide students and parents with information about achievement and readiness for the next level of learning.

## **COGNITIVE ABILITIES TEST**

The CogAT assessment appraises the cognitive development of students and measures students' learned reasoning abilities in three cognitive domains: verbal reasoning, quantitative reasoning, and nonverbal reasoning. The Verbal Battery assesses students' abilities to use research retrieval, and comparison processes that are essential for verbal reasoning. The Quantitative Battery assesses students' abilities to reason about patterns and relations using concepts that are essential in quantitative thinking. The Nonverbal Battery assesses students' abilities to reason with somewhat more novel questions that use spatial and figural content. The CogAT is a reliable and valid tool that assists in planning effective instructional programs and adapting instruction to enhance the students' opportunities for success in learning.

## **ACCESS FOR ENGLISH LANGUAGE LEARNERS**

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

## **GEORGIA ALTERNATE ASSESSMENT**

In an effort to ensure that the principles of the Elementary Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA) have been met, the Georgia Alternate Assessment was developed so that students with significant cognitive disabilities, have access to a general state mandated curriculum that encompasses challenging academic standards. The U.S. Department of Education (USDOE) defines an alternate achievement standard as one that "sets an expectation of performance that differs in complexity from a

grade-level achievement standard.” Students with significant cognitive disabilities are assessed using a portfolio based alternate assessment based on these alternate achievement standards. The alternate achievement standards are aligned to state academic content standards, although they may reflect pre-requisite or entry – level skills. The GAA portfolio is a demonstration of student achievement and progress relative to selected skills that are aligned to the Georgia curriculum in the four content areas of English Language Arts, Mathematics, Science and Social Studies.



## PARENT PORTAL

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

.....  
**URL: [HTTPS://CAMPUS.DEKALB.K12.GA.US/CAMPUS/PORTAL/DEKALB.JSP](https://CAMPUS.DEKALB.K12.GA.US/CAMPUS/PORTAL/DEKALB.JSP)**

**DISTRICT CODE: FLZLHV**

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

**CONNECT WITH US.**

**ADDRESS:**

1701 Mountain Industrial Boulevard  
Stone Mountain, GA 30083

**TELEPHONE:**

678.676.1200

**WEB:**

[www.dekalbschoolsga.org](http://www.dekalbschoolsga.org)

