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Welcome to Sixth 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.



GRADE 6

CURRICULUM OVERVIEW

The DeKalb County School District values a strong parent-school partnership and invites you to 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

The grades six through eight standards define what students should understand and be able to do by the end of each grade. Instruction in grades 6-8 addresses students’ increasing maturity and refinement of their abilities, culminating in the development of students who are ready to succeed in high school.

In grade six, students should be able to:

- Describe how a particular story’s plot unfolds in a series of episodes as well as how the characters change as the plot moves towards a resolution.
- Explain how an author develops the point of view of the narrator or speaker in a text.
- Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
- Compare and contrast one author’s presentation of events with that of another.
- Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Write arguments to support claims with clear reasons and relevant evidence.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

While continuing with a variety of literary non-fiction, students in grades six through eight will begin to tackle more technical informational texts as well. Literary selections will include foundational materials from mythology, cultural histories, and religious traditions.



MATHEMATICS

The Grade 6 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 6 curriculum focuses on four critical areas:

1. Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems;
2. Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers;
3. Writing, interpreting, and using expressions and equations; and
4. Developing understanding of statistical thinking.

To achieve the necessary level of daily rigor in the mathematics classroom, Grade 6 students will be asked to persevere and attend to precision on all math learning experiences.

Content standards for Grade 6 are arranged within the following domains and clusters:

RATIOS AND PROPORTIONAL RELATIONSHIPS

- Understand ratio concepts and use ratio reasoning to solve problems

THE NUMBER SYSTEM

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions
- Compute fluently with multi-digit numbers and find common factors and multiples
- Apply and extend previous understandings of numbers to the system of rational numbers

EXPRESSIONS AND EQUATIONS

- Apply and extend previous understandings of arithmetic to algebraic expressions
- Reason about and solve one-variable equations and inequalities
- Represent and analyze quantitative relationships between dependent and independent variables

GEOMETRY

- Solve real-world and mathematical problems involving area, surface area, and volume

STATISTICS AND PROBABILITY

- Develop understanding of statistical variability
- Summarize and describe distributions

Grade 6 students will use a variety of strategies and math tools as they learn math. They will be asked to demonstrate their understanding using pictures, words, numbers, and concrete models. The use of technology is an integral part of supporting the teaching and learning of the content standards. Students will use problem-solving strategies and processes within the problem-based learning environment.



SCIENCE

Science consists of a way of thinking and investigating, as well as a developing body of knowledge about the natural world. To become literate in science, students need to possess sufficient understanding of fundamental science content knowledge, the ability to engage in the 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 Sixth Grade DeKalb County School District Science Curriculum is designed to give all students an overview of common strands in earth science including, but not limited to, meteorology, geology, astronomy, and oceanography.

Sixth grade students use records they keep and analyze the data they collect, plan and carry out investigations, describe observations, and show information in different forms. They are able to recognize relationships in simple charts and graphs and find more than one way to interpret their findings. They replicate investigations and compare results to find similarities and differences.

In sixth grade, students will:

- Study weather patterns and systems by observing and explaining how an aspect of weather can affect a weather system
- Construct explanations based on evidence of the role of water in earth processes
- Recognize how the presence of land and water in combination with the energy from the sun affect the climate and weather of a region
- Use different models to represent systems such as the solar system and the sun/moon/earth system
- Study uses and conservation of earth's natural resources
- Use what they observe about the earth's materials to infer the processes and timelines that formed them

.....
HAVE YOUR CHILD REVIEW, STUDY,
AND PRACTICE THE PROBLEMS FOR
THEIR NOTES DAILY TO REINFORCE
THE LEARNING FOR THE DAY.
.....



SOCIAL STUDIES

Sixth grade is the first year of a two-year World Area Studies course. Sixth grade students study Latin America, Canada, Europe, and Australia. The goal of this two-year course is to acquaint middle school students with the world in which they live. The geography domain includes both physical and human geography. The intent of the geography domain is for students to begin to grasp the importance geography plays in their everyday lives. The government/civics domain focuses on selected types of governments found in the various areas so that students begin to understand the variety of governments in the world. The economics domain builds on the K-5 economics standards; however, the focus shifts from the United States to how other countries answer the basic questions of economics. The history domain focuses on major events in each region during the 20th and 21st centuries.

By Grade 6, all map and globe skills and information processing skills should be applied and mastered. Special emphasis will be placed on the examination and analysis of primary sources throughout the World Studies curriculum.



WORLD LANGUAGES/ DUAL LANGUAGE IMMERSION

MIDDLE SCHOOL CONNECTIONS

Connections courses introduce students to the study of French or Spanish. Students use components of language, make observations about languages and cultures, develop language study skills, and/or acquire simple communicative skills. The goal for these courses is as much exposure as possible to the language as well as the target culture. Outcomes may include an improvement in the ability to communicate in English, a facilitation of learning other languages, and a deeper appreciation of other cultures and professional pursuits. The connection class studies the themes of classroom routines; geography; time and colors; body parts; family; foods; clothing; shopping; leisure activities and hobbies.

The connection course may be taken one time in the middle school.

DUAL LANGUAGE IMMERSION

The district implements a 50/50 immersion model. Students learn the content-specific standards of the Georgia Standards of Excellence for 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). 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).

IDENTIFY SUMMER LANGUAGE
CAMPS, OR COMMUNITY
IMMERSION WEEKENDS.



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 sixth grade students acquire the knowledge and skills embedded in an arts integrated curriculum. Sixth 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 3D pieces.

Students in the Sixth Grade visual arts programs are exposed to; but not limited to, the following Georgia State Standards/objectives, and expectations for mastery: Language/Vocabulary of art, Media techniques and Processes, Art History, The critique process, The Color Wheel, Elements and Principles of Design (Visual Verbal Journals/sketchbooks and writing critiques) Talking about art.

The Performing Arts Program is designed to help sixth grade students acquire the knowledge and skills embedded in an arts integrated curriculum. Sixth graders who participate in the district's Performing Arts program learn about the fundamentals of dance, drama and performance. Students are given the opportunity to learn about drama, dance theory and performing artists from around the world and through the centuries. Students learn how to master their craft and are

given opportunities to make real life connections, by practice in studio sessions/classes. Performing arts students show mastery by performing dance and/or dramatic productions.

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

DRAMA

Analyzing and constructing meaning from theatrical experience, dramatic literature, and electronic media. Acting by developing, communicating, and sustaining roles within a variety of Designing and executing artistic and technical elements of theatre situations and environments. Developing scripts through improvisation and other theatrical methods.

DANCE

Identifies and demonstrates movement elements, skills, and terminology in dance. Demonstrates an understanding of creative and choreographic principles, processes, and structures. Demonstrates critical and creative thinking in all aspects of dance. Demonstrates an understanding of dance as it relates to wellness. Demonstrates an understanding of dance as it relates to other areas of knowledge.



GENERAL MUSIC

The DeKalb County School District provides a curriculum based on the belief that music education is a lifelong process that is sequential and skills 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 a community. It is the mission of the DeKalb County School District to enable every student to become artistically literate, creative, and life-long participants in music education.

The goal of the DeKalb County School District 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., than music education.

BEGINNING ORCHESTRA

This course provides opportunities for students to learn beginning techniques and skills on stringed instruments. It emphasizes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individual progress and ensemble experiences. No prerequisite course is required. This is a performance-based class. Participation in concert performances outside of regular class hours is required.

BEGINNING BAND

This course provides opportunities for students to learn beginning techniques and skills on wind or percussion instruments. 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. Stresses individual progress and ensemble experiences. No prerequisite course is required. This is a performance-based class. Participation in concert performances outside of regular class hours is required.

BEGINNING CHORUS

This course provides opportunities for students to learn beginning choral and vocal techniques. Students learn to use their vocal instrument to create a correct and pleasing singing sound. In addition to learning proper vocal production and technique, students also learn music reading skills, sight-singing skills, and performance skills. Chorus also offers opportunities for students to develop team building and leadership skills. No prerequisite course is required. This is a performance-based class. Participation in concert performances outside of regular class hours is required.



CAREER, TECHNICAL, AND AGRICULTURAL EDUCATION:

The following middle school CTAE courses are offered in DeKalb County Schools:

MIDDLE SCHOOL BUSINESS AND COMPUTER SCIENCE

The goal of these courses is to provide all middle school students with an introduction to the principles of computer science, basic keyboarding skills, Internet safety and usage, and computer applications. Students will explore how their personality traits and personal values align with career choices and will develop a career plan. Personal, professional, and ethical standards of behavior for the workplace will be examined and reinforced in the classroom. Development of leadership skills through participation in the career and technical student organization, Future Business Leaders of America (FBLA) will provide students the opportunity to explore possible career pathways.

MIDDLE SCHOOL CAREER DEVELOPMENT

The goal of these courses is to promote essential knowledge, skills and attitudes students need to make key decisions about career options, high school curricular offerings relating to a pathway of their choice, as well as, postsecondary and workforce opportunities. Instructional focus will address interpersonal skills, management skills, employability skills, self-awareness, educational and career planning. Students will increase awareness of resources available to support educational and career planning.

MIDDLE SCHOOL ENGINEERING AND TECHNOLOGY

The goal of these courses is to provide all students with an introduction to the principles of Engineering and Technology and its place in the modern world. Students will be introduced to the world of invention and innovation along with the Engineering Design Process. They will examine the impact of invention and innovation on society and solve problems through research, design, and experimentation in one or more of the areas of Engineering and Technology. Students will utilize the universal systems model including input, process, output and feedback to examine various systems. Development of leadership skills through participation in the career and technical student



organization, Technology Student Association (TSA), will provide students the opportunity to explore possible career pathways.

MIDDLE SCHOOL FAMILY AND CONSUMER SCIENCE

The goal of these courses is to provide all students with an introduction to the Family and Consumer Sciences (FACS) Career Pathways. The FACS career pathways are Nutrition and Food Science, Consumer Services, Interior and Fashion Design, and Family, Community, and Global Leadership. Education career pathways are Early Childhood Education and Teaching as a Profession and Culinary Arts is also a career pathway. Students acquire fundamental knowledge and skills necessary for success in any of the career pathways. Exposure to career possibilities in each area will allow students to successfully integrate their own interests into a career plan. Development of leadership skills through participation in the career and technical student organization, Family, Career and Community Leaders of America (FCCLA), will provide students the opportunity to explore possible career pathways.



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 sixth grade students acquire the knowledge, skills, attitude and confidence needed to adopt and maintain a physically active and healthy lifestyle. All sixth 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 sixth grade is required to complete a minimum of one nine-week rotation of health and a minimum of one nine-week rotation of physical education. Per Board policy IEDA, Supervised, unstructured breaks (recess) may be provided for students in grades six through eight at the discretion of the school principal.

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

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

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

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

All certified physical education teachers are required to administer the FitnessGram, an annual fitness assessment approved by the Georgia Department of Education, to all 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 students' development of the following character traits: courage, patriotism, citizenship, honesty, fairness, respect for others, kindness, cooperation, self-respect, self-control, courtesy, compassion, tolerance, diligence, generosity, punctuality, cleanliness, cheerfulness, school pride, respect for others, patience, creativity, sportsmanship, loyalty, perseverance, and virtue.



GIFTED EDUCATION

The Gifted Program aims to bring exceptionally talented children together to experience a variety of challenging learning activities supported by teachers in gifted education and provide guidance for parents/guardians of gifted students. Sixth through eighth 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 6 -8 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 1:27 for middle
- ❑ 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

Advanced Placement (AP) classes are included as long as the teacher is AP certified and has completed ten clock hours of coursework in the Nature and Needs of the Gifted.

Some IB and Advanced courses may be used to provide gifted services.

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PARENTS, PLEASE ENCOURAGE YOUR CHILD TO LEARN SOMETHING NEW, EVERYDAY, MAKE MISTAKES, AND HAVE MULTIPLE GROUPS OF FRIENDS TO BROADEN THEIR PERSPECTIVES.

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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 below) 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 life-long learning are necessary for long-term career success
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
6. Positive attitude toward work and learning



CATEGORY 2: BEHAVIOR STANDARDS

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

LEARNING STRATEGIES

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

SELF-MANAGEMENT SKILLS

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

SOCIAL SKILLS

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



SPECIAL EDUCATION

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

- Autism
- Deaf-Blind
- 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.

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SHARE UPDATES AND COMMUNICATE OFTEN
WITH YOUR CHILD'S TEACHER ANY
INFORMATION ABOUT THEIR EXPERIENCES AT
HOME TO ENSURE CONSISTENCY AT SCHOOL
WITH IMPLEMENTING INSTRUCTION AND
ACCOMMODATIONS.
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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 teacher to share their learning goals and understanding of how they are 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 special instructional and assistive technology, equipment and devices so that students have multiple opportunities to demonstrate mastery 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.

Lab Program – Qualifying students with fewer than 6 years of formal schooling and 13 years or older receive remediation for academic deficiencies. Students receive content-based instruction in language arts, math, science, social studies, health, physical education and basic computer technology.

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

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



TESTING

The state of Georgia requires 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 can gain valuable information about the academic growth of their student.

The mission of the DeKalb County Schools District’s assessment program parallels the Georgia Department of Education mission. It is designed to measure student achievement relative to the state mandated curriculum, 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.

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MONITOR YOUR CHILD'S PROGRESS AND COMMUNICATE, REGULARLY, WITH YOUR CHILD'S TEACHERS. IF YOUR CHILD NEEDS EXTRA HELP OR WANTS TO LEARN MORE ABOUT A SUBJECT, WORK WITH HIS OR HER TEACHERS TO IDENTIFY OPPORTUNITIES FOR TUTORING, AFTER-SCHOOL CLUBS OR OTHER RESOURCES.
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DeKalb students participate in classroom, district, and state assessments which includes customized summative tests at the elementary, middle, and high school levels.

TESTING IN SIXTH GRADE

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

MEASURES OF ACADEMIC PROGRESS

MAP Assessments are administered three times during the course of the school year and it 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 through 8 will be assessed in English Language Arts, mathematics, science and social studies.

GEORGIA MILESTONES END OF GRADE

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

Arts and mathematics while students in grades 5 and 8 are also assessed in science and social studies. It is designed to not only provide information about how well students are mastering the state-adopted content standards in the core content areas of English Language Arts, mathematics, science and social studies, but to also provide students and parents with information about their 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 student's opportunities for success in learning.

ACCESS FOR ENGLISH 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. Students in grades 4-12 are administered the assessment on-line. The ACCESS for English Language Learners measures language proficiency and is designed to monitor the progress of ELLs. The results of the ACCESS test 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.

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URL: [HTTPS://CAMPUS.DEKALB.K12.GA.US/CAMPUS/PORTAL/DEKALB.JSP](https://campus.dekalb.k12.ga.us/campus/portal/dekalb.jsp)

DISTRICT CODE: FLZLHV

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You need to retrieve an activation code before you can create a username and password. You may visit the Portal and click on DCSD Portal Account Activation. You will be prompted to enter your child's 7-digit DCSD student number, your child's 9-digit social security number, and your child's date of birth. When this information has been entered, click **Submit**. If you are successful in retrieving your activation code, click **Activate Your Parent Portal Account Now** to create your username and password. If you are still unsuccessful, please contact your child's school and be prepared to visit the school with a picture ID to receive your activation code.

Note: Please do not use a numeric only username as it may conflict with a student account.

CONNECT WITH US.

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