



2014-2015

ELEMENTARY SCHOOL

CURRICULUM COURSE GUIDE



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Elementary School Curriculum Handbook for Parents and Students 2014-2015 School Year

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How to Use This Guide

All information contained in this handbook is applicable for the 2014-2015 school year. However, as Atlanta Public Schools and the state of Georgia continue to outline a path of excellence to ensure that all students are college and career ready, updates will be provided each year in a revised guide for parents and students.

This curriculum handbook is a guide for parents and students to use as they plan for students' education, and provides an overview of the district's curriculum offerings. Parents are encouraged to speak with their child's teachers and/or school counselors to discuss course objectives in greater detail. Those interested in additional information may also refer to the comprehensive subject area curriculum guides available in schools or from the APS website.

This handbook will be useful for parents and students to outline a course of study from a wide variety of course offerings available through the various career pathways approved by the state of Georgia. In addition to outlining the course offerings, this curriculum handbook also outlines graduation requirements, promotion and retention policies and guidelines as well as the district assessments that are required for all students.

A Word about the Standards

The Common Core Georgia Performance Standards for English/Language Arts, Mathematics and Literacy for Science, History and the Technical Subjects were adopted by the state of Georgia in 2011. The state of Georgia adopted these standards to ensure that all Georgia students have an equal access and opportunity to master the skills and knowledge needed for success beyond high school. Like the students in the forty-six other states across the country that have adopted the standards for high school in English/Language Arts, Mathematics and grades 6-12 literacy in Science, History/Social Studies and technical subjects, Georgia's students will now have a consistent framework, which will prepare them for success in college and/or the 21st century workplace. The Common Core Standards are different from the former Georgia Performance Standards due to the increased rigor and depth of instruction that are now provided to support post-secondary outcomes.

The Georgia Performance Standards or QCC standards remain in place for all other subjects. However, teachers are now expected to integrate literacy strategies to strengthen students' abilities to read, write, speak and listen in a manner that prepares them for success beyond high school.

Atlanta Public Schools Graduation Requirements

The graduation requirements, along with new state curriculum standards and assessments, will help ensure that more students finish school ready to thrive in the new knowledge-based, high-tech 21st century economy.

In support of student success, the Atlanta Board of Education shall offer programs of study that permit students to earn unit credit in grades 9 through 12 leading to graduation with a diploma that prepares students for post-secondary education and careers. To participate in any graduation exercises or ceremonies, Atlanta Public Schools seniors must meet all of the requirements specified below for a regular education diploma or a special education diploma. Students enrolled in Programs for Exceptional Children (PEC) whose Individualized Education Programs (IEPs) indicate that they are unable to meet these requirements shall be allowed to participate in graduation exercises and ceremonies.

Course Requirements

Area of study	Units required for Ninth-graders entering in 2008-2009 and beyond Required courses in italics
English/Language Arts	4 units <i>1 unit Ninth Grade Literature/Composition</i> <i>1 unit American Literature/Composition</i> <i>2 units English/Language Arts Core, including AP/IB courses</i>
Mathematics	4 units <i>1 unit CCGPS Coordinate Algebra or equivalent</i> <i>1 unit CCGPS Analytic Geometry or equivalent</i> <i>1 unit CCGPS Advanced Algebra or equivalent</i> <i>1 additional unit Mathematics Core, including AP/IB courses</i> <i>*See requirements for students with disabilities below</i>
Science	4 units <i>1 unit Biology 1</i> <i>1 unit Physical Science or Physics 1</i> <i>1 unit Chemistry 1 or Earth Systems or Environmental Science or an AP/IB course</i> <i>1 unit Science Core, including AP/IB courses</i>
Social Studies	3 ½ units <i>1 unit United States History</i> <i>1 unit World History</i> <i>½ unit Economics/Business/Free Enterprise</i> <i>½ unit World Geography</i> <i>½ unit American Government/Civics</i>
Modern Language/Latin	2 units <i>2 units of the same modern language or of Latin</i>
Career, Technical and Agricultural Education, Modern Language/Latin or Fine Arts	1 unit
Physical Education	1 unit <i>½ unit Personal Fitness</i> <i>½ unit PE Elective</i>
Health	½ unit Personal Health
Community Service	½ unit
Required	20 ½ units
Electives	3 ½ units <i>2 units related to thematic pathway</i>
Total	24 units

*Students with disabilities who take and pass Mathematics 1 in conjunction with a mathematics support class and Mathematics 2 in conjunction with a mathematics support class upon determination through the Individualized Education Plan process may meet diploma requirements by completing Mathematics 3 or its equivalent for a total of 3 mathematics credits. Completion of 3 units of mathematics may not meet mathematics admission requirements for entrance into a University System of Georgia institution or other post-secondary institution without additional coursework.

Additional Requirements and Stipulations

1. Students who enroll in the ninth grade in the 2008-09 term and beyond shall:
 - meet attendance requirements,
 - earn unit credit in grades 9 through 12 as specified in Item 10 below, and
 - meet all state assessment requirements.
2. Units for graduation shall be awarded only for courses approved by the Georgia Board of Education for grades 9 through 12. The Individualized Education Program (IEP) shall specify whether core courses taken as a part of an IEP shall receive core unit credit.
3. The same course shall not be used to satisfy more than one unit requirement toward graduation.
4. Courses that earn unit credit are listed in state board rule 160-4-2-.20, *List of State-Funded K-8 Subjects and 9-12 Courses for Students Entering Ninth Grade in 2008 and Subsequent Years*.
5. A unit of credit shall be awarded to students for the following minimum clock hours of instruction:
 - Regular school year, traditional schedule: 150 clock hours.
 - Regular school year, block schedule: 135 clock hours.
 - Summer school session: 120 clock hours.
6. Unit credit shall be awarded to students participating in dual enrollment programs based on the requirements in policy IDCH, *Joint Enrollment Programs* and state board rule 160-4-2-.34 *Dual and Joint Enrollment Programs*.
7. Unit credit shall be awarded to students who pass courses in the Georgia Virtual School based on the requirements of state board rule 160-8-1-.01. Online courses delivered by other providers must meet regional standards of accreditation, align with the state curriculum standards and meet the minimum clock hour requirements listed above.
8. A student must earn a grade of 70 or higher to receive credit for a course toward fulfilling graduation requirements. (Cross-reference: Policy IHA)
9. Minimum grade placement shall be as follows:
 - 9th grade: Completion of minimum 8th grade requirements (eight (8) courses, including Language Arts and Mathematics)
 - 10th grade: 6 units (4 core, including 1 unit each in English/Language Arts, Mathematics, Science and Social Studies)
 - 11th grade: 12 units (8 core, including 2 units each in English/Language Arts, Mathematics, Science and Social Studies)
 - 12th grade: 18 units (12 core, including 3 units each in English/Language Arts, Mathematics, Science and Social Studies)

10. Students shall meet the graduation requirements in effect at the time of their enrollment in the 9th grade, regardless of changes in requirements affecting subsequent classes.
11. Students transferring from private schools, home study programs, or other states or countries shall meet the graduation requirements that apply to the cohort of students in the grade in which they enroll. The transcripts of transfer students for whom it is not possible to meet an Atlanta Public Schools graduation requirement by the end of the senior year shall be evaluated on a case-by-case basis.
12. Students who officially withdraw from school and re-enroll in school at a later date shall be subject to the following requirements:
 - Students returning to school after having been withdrawn from school for one academic year or more must meet the graduation requirements that apply to the cohort of students in the grade in which they re-enroll. However, if students have transferred from school to school but have been consistently enrolled, the original graduation criteria apply.
 - Students returning to school after having been withdrawn from school one academic year or more who meet all assessment requirements in effect when they were last enrolled in a Georgia public school shall be eligible for exemption from the assessment requirements in effect for the cohort of students in the grade in which they re-enroll. However, the students must meet all requirements for attendance and units.
13. Students shall be promoted at the end of second semester or summer session of each year. Students in grades 9 and 10 shall not be promoted midyear. Students shall be promoted from 11th to 12th grade at the end of first semester if the student has earned the number of academic units required to achieve 12th grade status.
14. Students must meet all state assessment requirements for their cohort as referenced in state board rule 160-3-1-.07 *Testing Programs – Student Assessment*.
15. Test accommodations for students with disabilities shall be provided as required in state board rule 160-3-1-.07 *Testing Programs – Student Assessment*.
16. The following secondary school credentials shall be awarded:
 - High School Diploma - the document awarded to students who meet all attendance requirements, unit requirements and the state assessment requirements as referenced in state board rule 160-3-1-.07 *Testing Programs - Student Assessment*.
 - High School Certificate - the document awarded to students who meet attendance requirements and have earned 24 units but do not complete all other criteria for a diploma.
 - Special Education Diploma - the document awarded to students with disabilities assigned to a special education program who have not met the state assessment requirements referenced in state board rule 160-3-1-.07 *Testing Programs - Student Assessment* or who have not completed all of the requirements for a high school diploma but who have completed their Individualized Education Programs (IEP).
17. Progress made by secondary students toward completion of high school graduation requirements shall be documented and reported to students and parents on a regular basis in the form of a progress report. The transcript shall serve as the official record. Paper transcripts are official only when embossed with the school's seal.
18. Interventions and support for acceleration and enhancement shall be available to assist students in meeting requirements for graduation.
19. Students are prohibited from substituting and exempting courses in the required minimum curriculum with exceptions listed below.

EXCEPTIONS

Graduation for Students with Significant Cognitive Disabilities

Appropriate curriculum and assessment shall be provided for students with disabilities. Students with significant cognitive disabilities may graduate **and** receive a regular high school diploma when the student's IEP team determines that the student has:

- completed an integrated curriculum based on the GPS that includes instruction in Mathematics, English/Language Arts, Science and Social Studies as well as career preparation, self-determination, independent living and personal care to equal a minimum of 23 units of instruction, **and**
- participated in the Georgia Alternative Assessment (GAA) during middle school and high school and earned a proficient score on the high school GAA test, **and**
- reached the 22nd birthday **or** has transitioned to an employment/education/training setting in which the supports needed are provided by an entity other than the Atlanta Public Schools.

Modern Language/Latin

1. Students whose native language is not English may receive an exemption from the requirement by demonstrating proficiency in the native language pursuant to state board rule 160-4-2-.48. Students who receive exemptions from this requirement shall substitute core courses for the two required modern language units.
2. Courses in American Sign Language may be taken to fulfill the modern language requirement.

Unit Credit in Middle School

Unit credit may be awarded for courses offered in the middle school grades that meet the following criteria:

- the course must meet all 9 through 12 state curriculum standards,
- the transcript record for the course must include an End of Course Test (EOCT) score if an EOCT is required by the Georgia Department of Education, and
- the student must earn a grade of 70 or better.

Units earned in middle schools shall not be counted toward the total required units for graduation. The unit(s) earned in middle school shall be posted on the high school transcript and shall be counted as elective units, but grades for these courses shall not be used to calculate grade-point averages for purposes of class rank or HOPE scholarship eligibility.

Students who transfer from another state or country, which allows 8th grade credits to count toward graduation, may use the credit to exempt specific course requirements, such as modern language/Latin, but the students must complete 17 ½ core units and 24 total units in grades 9 through 12 to graduate.

Physical Education

1. One full unit of advanced band may be substituted for the one-half required elective unit of physical education. Students must complete one-half unit of personal fitness.
2. Three units of credit in Junior Reserve Officer Training Corps (JROTC) shall satisfy the one-half required unit of health and the one-half required unit of personal fitness if the courses include comprehensive health and physical education requirements specified in state board rule 160-4-2-.12 *Comprehensive Health and Physical Education Program Plan*. JROTC students must complete the one-half required unit of elective physical education.
3. Students completing two or more varsity athletic programs sanctioned by the Georgia High School Athletic Association (GHSA) may exempt the one-half required unit of elective physical education *without* earning unit credit. Completion of the athletic programs shall be verified by the APS Athletics Department and submitted to the principal. Students must earn 24 units of credit in order to graduate.

Grading/Evaluation of Students

The Atlanta Public Schools system recognizes that the grades a student earns are an ongoing measure of student success. APS wishes to maintain consistency in grading systems and procedures across the district, and directs the superintendent to develop administrative regulations for grading systems and procedures that include the following components:

- issuance of deficiency notices,
- determination of grading scales,
- calculation of mid-semester and end-of-semester grades,
- repetition of high school courses that were failed,
- modification of course numbers and grades when an error occurs, and
- acceptance of transfer credits and grades.

Factors regulating the determination and management of grades include the following:

1. The minimum passing score will be 70 for all courses taught in grades 4-12.
2. Students in grades K-3 will receive a performance-based evaluation (e.g. Satisfactory, Growth, Accomplished, In Progress, Needs Improvement, etc.)
3. Students in grades 4-12 will receive numeric grades.
4. End of Course Tests (EOCT) administered in high school courses must be used as the final examination for the course and must be factored into the final grade for the course in accordance with state board of education rule.
5. Grades issued in a home school setting will be recorded as Satisfactory (S) or Unsatisfactory (U). No numeric or letter grades will be recorded.

Student performance at each grade or organization level will be graded as follows:

Grades 4-12

A	90 - 100	Excellent achievement at the assigned performance level
B	80 - 89	Above average achievement at the assigned performance level
C	70 - 79	Average achievement at the assigned performance level
F	0 - 69	Failure to achieve at the assigned performance level
NE		No evaluation at this time

Literacy, English/Language Arts Program

Philosophy

A high-quality, comprehensive English language arts and literacy curriculum is essential for students to develop the necessary skills to comprehend and communicate effectively. The development of language, upon which all learning is built, plays a critical role in students' ability to acquire strong literacy skills, which include reading, writing, speaking, listening, and the study of literature. Language skills serve as a necessary basis for further learning and responsible citizenship. We believe that all of the key stakeholders (students, teachers, administrators, parents and community members) share the responsibility and the accountability for educating our students to become literate adults.

The English language arts and literacy curriculum includes the following elements:

- developing thinking and language through interactive learning,
- drawing on literature in order to develop students' understanding of their literacy heritage,
- drawing on informational texts and multimedia in order to build academic vocabulary and strong content knowledge,
- developing students' oral language and literacy through appropriately challenging learning,
- emphasizing writing arguments, explanatory/informative texts, and narratives,
- holding high expectations for all students,
- providing explicit skill instruction in reading and writing,
- building on the language, experiences, knowledge, and interests that students bring to school,
- nurturing students' sense of their common ground as present or future American citizens and prepares them to participate responsibly in our schools and in civic life, and
- reaching out to families and communities in order to sustain a literate society.

Goals

To provide students the opportunity to:

- develop and apply early literacy strategies and skills to read and write,
- read a broad range of written materials,
- write to communicate for specific purposes ,
- contribute to conversations and listen carefully in large and small groups,
- develop a command of language and demonstrate their knowledge through speaking and writing for a variety of audiences and purposes, and
- study literature to recognize universal themes and compare styles and ideas across authors and eras.

Mathematics Program

Philosophy

The philosophy of the elementary mathematics program is to enable students to successfully use mathematics as a tool for reasoning and informed decision making by providing them with a rigorous and relevant mathematics curriculum. The intention of the mathematics curriculum is to better prepare all students for college and career readiness by the time they graduate from high school. In addition, the purpose of the mathematics curriculum is to provide students the opportunity to develop a depth of understanding and ability to apply mathematics to real-world situations, just as college students and employees regularly do. Studying topics in depth and examining the relationship among mathematics concepts will better prepare students with the skills needed for our advancing technical and global economy.

Goals

The elementary mathematics curriculum includes two sets of standards: one set for mathematical practice (how students are able to apply and communicate math knowledge, concepts, and skills) and one set for mathematical content (what students know, understand, and are able to do). The two sets of math standards are interdependent in the learning of mathematics. The content standards concentrate instructional time on critical topics for future learning and application, giving students the time to develop the procedural skills, fluency, and conceptual understanding that are needed to truly master mathematical concepts. The content standards provide the context for teachers to develop the standards for mathematical practice in their students. Because the standards for mathematical practice are habits of mind that are developed over a period of years, and not months, the standards for mathematical practice have been embedded in the mathematics curriculum at every grade level. Therefore, the goal of the elementary mathematics curriculum is to develop the following competencies in every student:

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Science Program

Philosophy

The science program is designed to provide students with the knowledge and skills necessary for proficiency in science. The program embraces the National Science Education Standards, Georgia Performance Standards (GPS), and Literacy in Science Common Core Georgia Performance Standards. Technology is integrated into the curriculum, when appropriate. Atlanta Public Schools believes that science experiences provide opportunities for learners to develop the skills and attributes of scientifically literate citizens with a lifelong interest in science.

Goals

Atlanta Public Schools goals for science education are aligned with the National Science Education Standards and Georgia Performance Standards. They are designed to enable students to:

- experience and investigate the world around them,
- use appropriate habits of mind and understandings of the nature of science as well as the principles of science when making decisions,
- participate actively in both the academic and public setting regarding scientific and technological concepts, and
- develop their knowledge of science, understandings, and skills-set in order to become scientifically literate in their prospective career.

Social Studies Program

Philosophy

The primary purpose of the social studies program is to provide students with the knowledge and skills necessary to serve as active participants in a democratic society. Through interacting with the social studies curriculum, students will acquire an understanding of America's democratic heritage and the role and responsibility of citizens in an ever changing interdependent world.

As part of the social studies program, students are provided with learning opportunities that support critical thinking, collaborative learning, and active participation while enabling students to function in a technologically advanced, economically and culturally diverse society.

Goals

The social studies curriculum is designed to:

- increase students' awareness of the democratic principles and values found in the Constitution and the Bill of Rights, which have shaped the foundation of this country,
- create an awareness of civic and social responsibility in the school, community, state, nation, world
- create globally responsible citizens who promote the welfare of all humans,
- provide a critical understanding of geography, history, economics, and political values that shape cultural interaction,
- increase students' knowledge of the world and promote awareness of the diverse elements that shape the people of the world, and
- acquire the skills necessary to be college and career ready.

Curriculum Organization

The social studies curriculum is based upon the Georgia Performance Standards with an integration of the Common Core Literacy Standards.

Skills

Students will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems and make decisions. Students will also be able to use maps to retrieve information.

World Languages Program

Philosophy

Learning to communicate in another language is critical to our students' ability to function linguistically and culturally in an increasingly global society. Atlanta Public Schools envisions a future in which all students will develop and maintain proficiency in at least one other language. The focus of the world language program is to ensure that students receive quality instruction in a target language through an articulated, sequential program that prepares them for a global society and allows them equitable access to college and career options.

Purpose

The purpose of the Atlanta Public Schools world language curriculum is to move students towards proficiency in a second language. All courses are aligned to Georgia Performance Standards for Modern Languages (GPS) which are based on Standards for Foreign Language Learning in the 21st Century and the American Council on the Teaching of Foreign Language (ACTFL) Performance Guidelines for K-12 Learners.

Goals

The goals of the world language program are to:

- equip students with the skills that will enable them to function in a second language;
- develop communication skills that allow students to compete effectively in the global community;
- develop listening, speaking, reading, writing and cultural competence skills in the target and native languages; and
- increase the awareness of students' own culture and appreciation and understanding of the culture(s) of others.

Program

In 2012, the Atlanta Board of Education approved an increase in world language program teachers to enable all high school schools to provide at least two languages and to ensure the continuation of the languages offered in the cluster feeder pattern. World language program offerings at the high school level include Arabic, Chinese, French, Latin and/or Spanish, and the language offerings are determined by the cluster feeder pattern and the school and approved by the board of education. Students may enroll in more than one language. While the state no longer requires a world language for a Georgia high school diploma, it must be noted that many colleges and universities require the completion of at least three years of the same world language for admission.

English to Speakers of Other Languages (ESOL) Program

Philosophy

The philosophy of the ESOL program for the Atlanta Public Schools is founded upon the need to ensure that our limited English speaking community has equal access to the same meaningful education and involvement opportunities afforded to all students and parents in APS. Through the ESOL program, English learners (ELs) have access to high quality curriculum and instruction that meet their cultural and linguistic needs. The ESOL program also ensures that all parents of English Learners can become equal partners in the education of their children.

Goals

The primary goal of the English to Speakers of Other Languages program of Atlanta Public Schools is to ensure that students develop the skills they need to function and reach their potential as members of an English speaking society. It is critical that instructional approaches, both in ESOL and general education classes, accommodate the needs of the district's linguistically and culturally diverse student population. Thus, the ESOL program supports the Common Core State Standards-based curriculum by emphasizing social and academic language proficiency.

An additional goal of the APS ESOL program is to assist in developing an APS community that is inclusive of our parents who are limited English speaking. The ESOL program provides translation and interpretation services and classes and workshops for limited English speaking parents.

The Atlanta Public Schools strive to meet the needs of English learners and their parents by providing:

- support to students and parents in need of language assistance,
- professional learning for ESOL, classroom teachers and all APS staff,
- ESOL staff in schools where ELs are identified,
- resources and materials to support students of varying proficiency levels in various subject areas, and
- instruction that meets the individual needs of English Learners.

Program Eligibility

The English to Speakers of Other Languages (ESOL) program is offered to all English learners who meet the eligibility criteria as established by the state of Georgia. Any student who has a language other than English noted on the APS Student Enrollment Form is required by federal law to be screened for the ESOL program eligibility.

School-Home Communication

Per federal law, school-home communication must be in a language that our parents understand. In an effort to facilitate this communication, the Office of World Languages employs highly trained staff to provide translation and interpretation services in Spanish and utilizes district-approved vendors to ensure that the needs are met in other languages.

Fine and Performing Arts Program

Philosophy

The K-12 arts curriculum emphasizes authentic arts-centered learning while contributing to college and career readiness. An emphasis on lifelong learning in the arts supports the implementation of a challenging arts curriculum that is designed to educate the whole child. The curriculum continually develops critical and creative thinking, performance skills in each art form, vocabulary development, conceptual understanding, aesthetic insight, and cultural/historical knowledge.

Goals

The APS fine arts curriculum is designed with the expectation that students:

- learn performance skills associated with each art form,
- engage in the creative process,
- formulate personal responses to selected art forms, and
- develop their knowledge of fine arts, understandings and skill-sets in order to become artistically literate.

Program Description

Elementary students receive 45 minutes of weekly instruction in both art and music. Optional instrumental music in the form of band and orchestra is offered to 4th and 5th grade students. Fine arts educators teach the Georgia Performance Standards for their discipline and focus on technique, complex problem-solving, higher order thinking skills, and connections to other curriculum. All fine arts teachers are certified and highly qualified in their field of study.

Gifted and Talented Program

Philosophy

The gifted and talented education program in Atlanta Public Schools strives to architect globally competitive, critical and creative thinkers in the 21st century. We will create programming that is organized to ensure continuous development of advanced learners throughout their educational career: grades K-12. Gifted and talented education will provide appropriate differentiated instruction for gifted students to help them reach their maximum potential and become college and career ready.

Goals

Gifted and talented program goals align with the Programming Standards for Meeting the Needs of Gifted and High Ability Learners. As a result of the learner's engagement with the gifted and talented curriculum:

Students will know:

- communication is the imparting and exchanging of information between parties,
- critical thinking is a type of reasonable, reflective thinking aimed at deciding what to believe or what to do,
- problem-solving is the use of cognitive processes in order to find a solution to a difficult question or situation, and
- research is the systematic investigation into a study of materials and sources in order to establish facts and conclusions.

Students will understand:

- effective communication is necessary to carry out one's thoughts, visions and innovations,
- critical thinking is an important component of all educational and professional processes to create and/or modify knowledge,
- problem-solving is not simply a skill; it is a mind-set that is vital to one's ability to bring out the best in himself or herself and to shape the world in a positive way, and
- research skills are key to the acquisition of quality information, effective decision making and organizational effectiveness.

Students will:

- engage in diverse and authentic learning experiences to develop and apply innovative communication skills across disciplines,
- analytically critique a system of complex ideas utilizing logic and reasoning skills in novel ways,
- insightfully evaluate a variety of problems and arrive at innovative conclusions, and
- gather, decipher, and determine credibility of information from a variety of sources and integrate information through an analysis of content.

Physical Education and Health

Philosophy-Physical Education

The Atlanta Public School's health and physical education program has been designed to provide students with a developmentally appropriate and comprehensive experience in health and physical education through exposure to a wide variety of activities and quality instruction. At the elementary level the district promotes the acquisition of skills needed to pursue a lifetime of involvement in physical activity and healthful living. Our curriculum is built on the national standards established by the American Alliance for Health, Physical Education, Recreation and Dance. These standards serve as the framework for fostering the development of motor skills, physical fitness, good nutrition, safety, injury prevention, mental and emotion health, growth and development, consumer health, environmental health and substance use and abuse. Physical education is taught by certified physical education teachers in grades K-5. Each school containing any grade K-5 shall provide a minimum of 90 contact hours of instruction at each grade level K-5 in health and physical education. Thirty of these hours must be in health. Elementary health is taught by the regular classroom teacher.

Goals

Atlanta Public Schools goals for elementary physical education are to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. The goals are aligned to the National Physical Education Standards and Georgia Performance Standards. They are designed to:

- develop competency in motor skills and movement patterns needed to perform a variety of physical activities,
- develop understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities,
- encourage participation regularly in physical activity,
- promote the achievement and maintenance of a health-enhancing level of physical fitness,
- develop responsible personal and social behavior that respects self and others in physical activity settings, and
- develop an awareness of the intrinsic value that physical activity provides for health, enjoyment, challenge, self-expression and/or social interaction.

Philosophy-Health

Elementary health is taught by the regular classroom teacher. The maximum class size for elementary health is the same as regular core class size. The requirement is one 45 minute segment per week. Georgia health performance standards guide instructional content. The goal of health education is for students to acquire basic health concepts and functional health knowledge which will provide a foundation for promoting health-enhancing behaviors. The age appropriate units cover personal health and wellness, healthy eating, safety, tobacco, alcohol and other drugs, mental and emotions health.

Goals

In the health education classroom, students will:

- develop a foundation of basic concepts and functional health knowledge,
- analyze the influence of family, peers, culture, media, technology and other factors on health behaviors,
- demonstrate the ability to access valid health information and products and to reject unproven sources,
- demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks,
- demonstrate the ability to use decision-making skills to enhance health,
- demonstrate the ability to use goal-setting to enhance health, and
- demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

International Baccalaureate Program (IB)

IB programmes encourage students, age 3 to 19 years, to be active learners, well-rounded individuals, and engaged world citizens.

Description

The International Baccalaureate program offers four high-quality educational programs that develop internationally minded students to become active, compassionate, and lifelong learners. The goal of the program is that these students will help create a better and more peaceful world.

The four IB programs are:

The IB Primary Years Programme, for students aged 3 to 12, focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. (Beecher Hills, Bolton Academy, Deerwood Academy, Rivers, Garden Hills, Brandon, Smith, Jackson)

The IB Middle Years Programme, for students aged 11 to 16, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers. (North Atlanta, Sutton)

The IB Diploma Programme, for students aged 16 to 19, is an academically challenging and balanced programme of education with final examinations that prepares students for success at university and beyond. (Maynard Jackson, North Atlanta)

The IB Career-related Certificate, for students aged 16 to 19, is the newest offering from the IB. The IBCC incorporates the vision and educational principles of the IB Programmes into a unique offering specifically designed for students who wish to engage in career-related learning.

Learn More about IB

To learn more about the International Baccalaureate Organization (IBO), visit <http://www.ibo.org>.

Testing and Assessment Program

Philosophy

The Atlanta Public Schools' testing and assessment program supports students' teaching and learning by measuring achievement of the state-mandated curriculum and sharing results with students, teachers, and administrators in order to identify successes and areas for improvement. Testing and assessment in APS include state and national summative assessments as well as interim formative and diagnostic tests. The assessment of student learning provides a basis for promoting student achievement, institutional effectiveness, and the continuous improvement of student support.

ACCESS for ELLs

ACCESS for ELLs is administered annually to all English learners in Georgia. ACCESS for ELLs is a standards-based, criterion-referenced English language proficiency test designed to measure English learners' social and academic proficiency in English.

CRCT/CRCT-M

The CRCT is designed to measure how well students acquire the skills and knowledge described in the state-mandated content standards in Reading, English/Language Arts, Mathematics, Science and Social Studies.

GAA

The Georgia Alternate Assessment (GAA) is a key component of the Georgia Student Assessment Program. An essential tenet of both the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA) is the fact that states must ensure that all students, including students with significant cognitive disabilities, have access to a general curriculum that encompasses challenging academic standards.

Grade 3 Writing Assessment

The writing assessment for grade three consists of teacher evaluation of student writing using an analytic scoring system. Students are scored on writing samples including narrative, informational, persuasive and response to literature.

Grade 5 Writing Assessment

The writing assessment for grade five consists of an evaluation of each student response to an assigned prompt. Students are assigned a topic from a prompt bank representing three genres: narrative, informational, and persuasive.

GKIDS

The primary purpose of GKIDS is to provide ongoing diagnostic information about kindergarten students developing skills in English Language Arts, Math, Science, Social Studies, Personal/Social Development, and Approaches to Learning.

Formative and Benchmark Assessments

Computer Adaptive Assessment System (CAAS)

Performance Series/Computer Adaptive is a cross-curricular (Reading, Language Arts, Math and Life Science) computer adaptive test that allows teachers to identify the level of a student regardless of the student's current grade level performance.

Student Learning Objectives (SLO)

SLOs are tests that measure student growth and academic achievement over a period of time. They are a vital component of the Teacher Keys Effectiveness System. District SLOs are standards-based tests that are measureable, focused on growth in student learning and aligned to curriculum standards. As a measure of teachers' impact on student learning, SLOs give educators, school systems, and state leaders an additional means by which to understand, value and recognize success in the classroom.

Fifth and Eighth Grade Language Assessment

All fifth and eighth grade students enrolled in language courses are assessed annually to determine proper placement in grades 6 and 9. This allows APS to align instruction and articulate the program, avoiding repetition of material covered during prior years. This school year, teachers are preparing their students for the second year of the assessment by addressing listening, speaking, reading, and writing on a daily basis.

Promotion and Retention

Students in grades 1-5 must meet the following criteria to be eligible for promotion:

1. The student must perform at or above grade level in reading, language arts and mathematics on the student report card.
2. The student must be recommended for promotion by the classroom teacher and principal based on satisfactory classroom performance
3. **3rd grade students:** must pass the CRCT in reading (800 or above)
4. **5th grade students:** must pass the CRCT in reading AND math (800 or above)

The detailed Atlanta Public School promotion and retention policy and regulation (Policy IHE and IHE-R) can be found on the district website at:

<http://www.boarddocs.com/ga/aps/Board.nsf/Public?open&id=policies#>

Appendix 1

Acronyms to Know in APS

Acronym	Meaning
ABE	Atlanta Board of Education
ADA	Americans with Disabilities Act
APS	Atlanta Public Schools
BOE	Board of Education
CCRPI	College and Career Readiness Performance Index
CIS	Communities in Schools
CLL	Center for Learning and Leadership
CRCT	Criterion-Referenced Competency Tests
CSIP	Comprehensive School Improvement Plan
DJJ	Department of Juvenile Justice
DOE	Department of Education
EIP	Early Intervention Program
EOCT	End of Course Test
ESOL	English to Speakers of Other Languages
GAE	Georgia Association of Educators
GAEL	Georgia Association of Educational Leaders
GAPSC	Georgia Professional Standards Commission
GHSA	Georgia High School Association
GHS GT	Georgia High School Graduation Test
GLA	Georgia Library Association
GMEA	Georgia Music Education Association
GNETS	Georgia Network for Educational and Therapeutic Support
GPB	Georgia Public Broadcast
GPEE	Georgia Partnership for Excellence
CCGPS	Common Core Georgia Performance Standards
GSBA	Georgia School Boards Association
HR	Human Resources
I&O	Instruction and Operations
IB	International Baccalaureate
IEP	Individual Education Plan
IC	Infinite Campus (Student Information System)
JROTC	Junior Reserve Officer's Training Corps
MEA	Migrant Education Agencies
NCLB	No Child Left Behind
NSBA	National School Boards Association
RESAs	Regional Educational Service Agencies
RTI	Response to Intervention
SACS	Southern Association of Colleges and Schools
SPLOST	Special Purpose Local Option Sales Tax
SREB	Southern Regional Education Board
SST	Student Support Team

Appendix 2

Non Traditional Education Opportunities

The Atlanta Public School system provides its students alternative environments for meeting degree requirements. Entrance requirements vary; therefore please contact your counselor for more information.

Adult Learning Program

Our adult learning program is for adults who desire to increase their basic skill levels in reading, mathematics, writing or the English language; and to prepare them to successfully complete the GED.

Areas of Instruction

- GED preparation
- Reading & Writing
- Math Proficiency
- Effective communication skills
- Technology
- English as a Second Language (ESOL)

The adult learning program serves residents within Atlanta city limits and South Fulton County. The main office is located at:

1757 Mary Dell Drive, SE.
Atlanta, GA 30316

You can also obtain more information at: www.atlantapublicschools.com/adulteducation

B.E.S.T. Academy Middle School

B.E.S.T Academy Middle School provides a rigorous single gender education with B.E.S.T. (Business, Engineering, Science, and Technology) practices which empowers students to learn at their highest potential.

Coretta Scott King Young Women's Leadership Academy Middle School (CSKYWLA)

CSKYWLA offers young ladies a rigorous college preparatory curriculum through a single-gender educational experience, in which, Kingian Principles are incorporated.

North Metro

North Metro is operated on a daily basis by The Georgia Network for Educational and Therapeutic Support (GNETS). GNETS supports Atlanta Public Schools continuum of services for students with disabilities, ages 3-21. GNETS programs provide an array of therapeutic and behavioral supports as well as specialized instruction for students. Students are referred by their local school districts through the Individualized Education Program (IEP) process. Most students served by GNETS programs are those with severe emotional and behavioral disorders. Other eligible students with disabilities may be served in GNETS classes when the frequency, intensity, and duration of their behaviors is such that this placement is deemed by those students IEP teams to be appropriate to meet the student's needs.

South Metro

South Metro is operated on a daily basis by The Georgia Network for Educational and Therapeutic Support (GNETS). GNETS supports Atlanta Public Schools continuum of services for students with disabilities, ages 3-21. GNETS programs provide an array of therapeutic and behavioral supports as well as specialized instruction for students. Students are referred by their local school districts through the Individualized Education Program (IEP) process. Most students served by GNETS programs are those with severe emotional and behavioral disorders. Other eligible students with disabilities may be served in GNETS classes when the frequency, intensity, and duration of their behaviors is such that this placement is deemed by those students IEP teams to be appropriate to meet the student's needs.

Appendix 3 Course Progression Charts

English: Language Arts and Literacy

Grade	College Preparatory/Career Technical Pathway	Advanced Placement Pathway
K	Kindergarten English Language Arts and Literacy	Kindergarten English Language Arts and Literacy
1	First Grade English Language Arts and Literacy	First Grade English Language Arts and Literacy
2	Second Grade English Language Arts and Literacy	Second Grade English Language Arts and Literacy
3	Third Grade English Language Arts and Literacy	Third Grade English Language Arts and Literacy
4	Fourth Grade English Language Arts and Literacy	Fourth Grade English Language Arts and Literacy
5	Fifth Grade English Language Arts and Literacy	Fifth Grade English Language Arts and Literacy
6	Sixth Grade English Language Arts and Literacy	Sixth Grade English Language Arts and Literacy
7	Seventh Grade English Language Arts and Literacy	Seventh Grade English Language Arts and Literacy
8	Eighth English Language Arts and Literacy	Eighth English Language Arts and Literacy
9	Ninth Grade Literature and Composition	Honors Ninth Grade Literature and Composition
10	Tenth Grade World Literature and Composition	Honors Tenth Grade World Literature and Composition
11	American Literature and Composition	AP Language and Composition (American Literature/Composition)
12	British Literature and Composition OR Multicultural Literature and Composition	AP Literature and Composition

Mathematics

Grade	College Preparatory/Career Technical Pathway	Advanced Pathway (beginning at Grade 4)	Advanced Pathway (beginning at Grade 6)	Accelerated Pathway
K-5	Kindergarten Mathematics	Kindergarten Mathematics	Kindergarten Mathematics	Kindergarten Mathematics
1	Mathematics 1	Mathematics 1	Mathematics 1	Mathematics 1
2	Mathematics 2	Mathematics 2	Mathematics 2	Mathematics 2
3	Mathematics 3	Mathematics 3	Mathematics 3	Mathematics 3
4	Mathematics 4	Math 4 Advanced	Mathematics 4	Mathematics 4
5	Mathematics 5	Math 6	Mathematics 5	Mathematics 5
6	Mathematics 6	Math 7	Math 6 Advanced	Accelerated Math 6/7A
7	Mathematics 7	Math 8	Math 7 Advanced	Accelerated Math 7B/8
8	Mathematics 8	CCGPS Coordinate Algebra	CCGPS Coordinate Algebra	Accelerated CCGPS Coordinate Algebra/Analytic Geometry A
9	CCGPS Coordinate Algebra	CCGPS Analytic Geometry	CCGPS Analytic Geometry	Accelerated CCGPS Analytic Geometry B/CCGPS Advanced Algebra
10	CCGPS Analytic Geometry	CCGPS Advanced Algebra	CCGPS Advanced Algebra	CCGPS Pre-Calculus
11	CCGPS Advanced Algebra	CCGPS Pre-Calculus	CCGPS Pre-Calculus	AP Statistics OR AP Calculus AB/BC OR Dual Enrollment
12	CCGPS Pre-Calculus OR AP Statistics OR Advanced Math Decision Making OR Mathematics of Industry and Government	AP Calculus OR AP Statistics OR 4 th year CCGPS Course OR Dual Enrollment	AP Calculus OR AP Statistics OR 4 th year CCGPS Course OR Dual Enrollment	AP Calculus AB/BC OR AP Statistics OR Multivariable Calculus OR Dual Enrollment

Science

Grade	College Preparatory/Career Technical Pathway	Honors/AP Pathways	Accelerated/Gifted Pathway
K-5	GPS Science Grade K	GPS Science Grade K	GPS Science Grade K
1	GPS Science Grade 1	GPS Science Grade 1	GPS Science Grade 1
2	GPS Science Grade 2	GPS Science Grade 2	GPS Science Grade 2
3	GPS Science Grade 3	GPS Science Grade 3	GPS Science Grade 3
4	GPS Science Grade 4	GPS Science Grade 4	GPS Science Grade 4
5	GPS Science Grade 5	GPS Science Grade 5	GPS Science Grade 5
6	GPS Earth Science Grade 6	GPS Earth Science Grade	GPS Earth Science Grade 6
7	GPS Life Science Grade 7	GPS Life Science Grade 7	GPS Life Science Grade 7
8	GPS Physical Science Grade 8	GPS Physical Science Grade 8	GPS Physical Science Grade 9 (Students are required to earn 4 units of science credit in high school)
9	Biology	Honors Biology	Honors Biology
10	Chemistry or Earth Systems or Environmental Science	Honors Chemistry Honors Environmental	Honors Chemistry Honors Environmental
11	Physics or Physical Science	Honors Physics AP Biology AP Chemistry AP Environmental Science * Honors Physical Science	AP/IB Biology or AP/IB Chemistry or AP Environmental Science or AP/IB Physics
12	Human Anatomy & Physiology Botany Genetics Ecology Forensic Science Microbiology	AP Physics AP Biology AP Chemistry AP Environmental Science	AP/IB Biology or AP/IB Chemistry or AP Environmental Science

Social Studies

Grade	College Preparatory/Career Technical Pathway	HS Honors/AP Pathway	HS AP Pathway
1	Social Studies/ Grade 1		
2	Social Studies/ Grade 2		
3	Social Studies/ Grade 3		
4	Social Studies/ Grade 4		
5	Social Studies/ Grade 5		
6	Social Studies/ Grade 6		
7	Social Studies/ Grade 7		
8	Social Studies/ Grade 8		
9	American Gov./Civics (semester) World Geography (semester)	American Gov./Civics H (semester) World Geography H (semester)	AP Human Geography (yearlong)
10	World History	World History H	AP World History
11	US History	AP U.S History	AP US History
12	Economics (semester) Social Studies Elective Current Issues (semester) Psychology (semester) Sociology (semester)	AP Macroeconomics (semester) and/or AP Microeconomics (semester) AP Government -US AP Comparative AP Psychology	AP Macroeconomics (semester) and/or AP Microeconomics (semester) AP Government -US AP Comparative AP Psychology

Appendix 4 Course Offerings

The following is a list of courses provided in Atlanta Public Schools by level. Please see your school counselor for more information about offerings at your local school.

MATHEMATICS	LITERACY
CCGPS Mathematics Kindergarten – 5 th Grade CCGPS Mathematics 4 th Grade Advanced	English Language Arts and Literacy Kindergarten – 5 th Grade
SOCIAL SCIENCE	SCIENCE
Social Studies Kindergarten – 5 th Grade	Science Kindergarten – 5 th Grade
FINE ARTS	MUSIC
Art Kindergarten – 5 th Grade	Music Kindergarten – 5 th Grade
PHYSICAL EDUCATION	WORLD LANGUAGE (specific schools)
Physical Education Kindergarten – 5 th Grade Health Kindergarten – 5 th Grade	Chinese Kindergarten – 5 th Grade French Kindergarten – 5 th Grade Spanish Kindergarten – 5 th Grade
ESOL	GIFTED AND TALENTED
ESOL Kindergarten – 5 th Grade	Gifted and Talented Resource Kindergarten – 5 th Grade

Appendix 5

Contact Information

Do you need assistance in a language other than English?

If you are a parent who needs assistance in a language other than English, please contact the Office of World Languages and ESOL at (404) 802-7580.

For further information on specific programs, please contact APS at the following numbers:

Advanced Placement	(404) 802-2702
Career, Technical, and Agricultural Education	(404) 802-5892
College and Career Readiness	(404) 802-2702
Early Learning	(404) 802-3643
Fine Arts and Music	(404) 802-2698
Gifted and Talented	(404) 802-7585
Health and PE	(404) 802-2707
International Baccalaureate	(404) 802-2702
JROTC	(404) 802-5863
Literacy	(404) 802-2307
Mathematics	(404) 802-2717
Science	(404) 802-2781
Small Learning Communities	(404) 802-2388
Social Science	(404) 802-2371
Testing and Assessment	(404) 802-2694
World Language, ESOL	(404) 802-7583

