



PARENT - STUDENT HANDBOOK

2020-2021

Carteret County Public School System Parent-Student Handbook
Inspiring, Educating, and Empowering Students for Life

NON-DISCRIMINATION STATEMENT

The Carteret County Public School System does not discriminate on the basis of race, ethnicity, sex, pregnancy, religion, age or disability in its programs or activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Mr. Blair Propst, Assistant Superintendent, 107 Safrit Drive, Beaufort, N.C. 28516 or (252) 728-4583. For further information on the notice of non-discrimination, you may call the U.S. Department of Education, Office of Civil Rights, at 1-800-424-3481.

VISITORS IN SCHOOL

All visitors must stop by the school office and sign in. All visitors must abide by the smoke- and tobacco-free campus rule. Pets are not allowed on school campuses except with the permission of the principal.

ASBESTOS

As of August 1990, Carteret County Schools have been free of friable asbestos as identified by our original Asbestos Management Plan published in 1998. This is not to imply there is no asbestos in the schools. Remaining asbestos materials identified are in rigid form and only considered hazardous if it becomes friable by pulverizing or crushed by hand from its original mass. These materials may be found in the form of floor tile, building trim panels, certain plaster materials and other like rigid forms. The Asbestos Hazard Emergency Response Act requires school systems to have a professional re-inspect each facility every three years and our Facilities Support Operations Director (AHERA Trained) perform surveillance every six months to assure the condition of any remaining asbestos materials have not become hazardous to the health of the building occupants. The professional re-inspections were conducted in our schools during the fall of 2015 and the results are available at each site and at our maintenance office. The semi-annual surveillance reports from our maintenance director are also available at each site and at our maintenance office.

For new buildings, those completed after October 12, 1988, our "management plan" consists of the exclusion documentation including this notification. This documentation means that to our knowledge no asbestos-containing building materials were used or specified for use in the buildings.

You can review the management plans during normal business hours without cost or restriction. If you have any questions about reviewing our management plan call (252) 728-6115.

ATTENDANCE

Regular school attendance is essential for student success. Attendance for all students under the age of 16 is mandatory per North Carolina Compulsory Attendance Law, General Statute 115C-378. Parents/guardians are responsible for ensuring that their student attends school on a regular daily basis.

Excusable absences from school include:

- illness,
- injury,
- quarantine,
- death in the immediate family,
- medical and dental visits,
- judicial or administrative proceedings,
- religious observances,
- alternate education opportunities (Title 16 NCAC.0404), and
- military deployment circumstances.

For an absence to be considered excused, a written note stating the reason for the absence and signed by a parent, guardian, or medical professional must be presented to the school within two days following the student's return to school. Absences for alternative education opportunities require prior approval from the principal.

All students are expected to be present for a minimum of 91% of instructional time. High school students can miss no more than 8 classes per subject per semester. Having more than 8 absences in any class may result in the loss of credit in that class.

Any student with excessive absences or chronic absenteeism may be referred to the school social workers, required to present a note from their doctor pursuant to the request of the principal or principal's designee, and/or have legal action taken against the parents/guardians in accordance with the North Carolina Compulsory Attendance Law (G.S. 115C-378).

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BUS PASSENGER RULES AND REGULATIONS

These bus rules are made to protect the students while going to and from school and including field trips. It is the duty of the students to obey these rules. Students who fail to comply with the bus rules and regulations are subject to the Carteret County Board of Education Policy on student conduct on school buses. Bus rules will be taught in the classroom within the first five days. Emergency evacuation procedures will be practiced at the same time. Additional rules or regulations may be set by individual schools. **All school rules (disciplinary guidelines) also apply at bus stops.**



Meeting and Entering the Bus

1. Passengers will select the safest route to designated bus stop.
2. Passengers should be at the bus stop five minutes prior to normal stop time. The bus cannot wait for late students.
3. Passengers will wait for the bus in an orderly fashion and refrain from fighting, horseplay, or unsafe conduct.
4. Passengers will stay off the road while waiting at a bus stop. They will not cross the road until the bus and all traffic have stopped and the driver motions them that it is safe to cross. When the bus arrives, passengers will line up single file and not attempt to board the bus until it is completely stopped, the door is opened, *and* the driver indicates they may board.
5. Passengers will walk across the road approximately ten feet in front of the bus in full view of the driver.

On the Bus

1. Passengers will enter the school bus, take their seats quickly and remain seated. They will refrain from moving around or changing seats in the bus when it is in motion.
2. Passengers will keep all body parts inside the bus at all times.
3. Passengers on school buses equipped with seat belts will wear those seat belts at all times when seated.
4. Passengers will not throw objects inside the bus or out the window.
5. Passengers will not shout, wave or gesture to pedestrians or occupants of other vehicles from the bus windows.
6. Passengers will not bring glass bottles, stones, sticks, snakes, animals, bullets, laser pointers, weapons or toy guns, or anything considered unnecessary or dangerous on buses.
7. Passengers are not allowed to bring any items on the school bus that will compromise the safety of other passengers or are against school rules.
8. Passengers will not eat, drink or chew gum while riding on a school bus.
9. Passengers will keep the aisle clear and never pile books, musical instruments, lunch boxes, or other objects in the aisle.
10. Passengers will not use profane or vulgar language or gestures, tobacco, vaping or alcoholic beverages while riding on a bus.
11. Passengers will not be loud, boisterous, or distract the driver's attention in any way.
12. Passengers will maintain complete silence at all railroad crossings.
13. Passengers will not fight, play or scuffle on the school bus.
14. Passengers will not tamper with the emergency exits or any other part of the bus.
15. Passengers will not mar or deface the bus in any way. Students will be required to pay for any damage.
16. Passengers will not tamper with fire extinguishers or first aid supplies.
17. No person will ride a bus unless assigned to it by the principal or designee.
18. Passengers will not litter the school bus and will help keep it clean.

Arrival on the School Grounds

1. Passengers will remain seated until the bus reaches the unloading area and the driver has opened the door.
2. Passengers in front should move out first, walking quickly and orderly.
3. Passengers will not loiter or play near a stopped school bus.

Entering the Bus After School

1. Bus students will walk directly to their buses after the dismissal bell.
2. After entering the bus, passengers will be seated and be quiet so that all passengers can hear driver's instructions.

Leaving the Bus En Route Home

1. A passenger will ride only his/her assigned bus and will leave the bus only at his/her designated stop. Only with permission of the principal or designee will the driver be permitted to allow a passenger to leave the bus at any other stop not designated for him/her.
2. When the bus arrives at the assigned stop, passengers will remain seated until the bus has completely stopped, the bus driver opens the door, and then will walk quickly to the front of the bus.

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3. If the road must be crossed after getting off the bus, passengers will cross ten feet in front of the bus, make certain the stop signal is extended; all traffic is stopped, and cross at driver's direction only.
4. If the road is not to be crossed after getting off the bus, passengers will move quickly away from the bus in view of the driver and go directly home. They will not remain near the bus to talk with, frolic with, or touch hands with bus passengers. Passengers will not stop to pick up dropped objects without informing the driver and receiving permission.
5. Bus passengers in kindergarten must have an adult, a sibling in 4th grade or above, or a family representative 16 years of age or older, deliver and collect a kindergarten passenger at his/her bus stop.
6. If your child rides one of our school buses that is equipped seat belts, students will be required to wear the seat belts. If they do not wear the seat belts, they will not be allowed to ride the school bus.



CHILD NUTRITION DEPARTMENT INFORMATION AND MEAL COST

Child Nutrition supports the district's mission to inspire, educate, and empower students for life by providing nutritious meals, following strict USDA dietary guidelines, giving students the fuel to learn.

We offer fresh fruits and vegetables, whole grains, low-fat and low-sodium proteins, as well as low-fat and fat-free milk. These standards are optimal to improve student health and enhance learning through better nutrition. We fuel the body to feed the mind and hope your student will join us at the table.

We are pleased to be able to serve all students in elementary and middle school breakfast and lunch at no charge for the 2020-2021 school year.

HIGH SCHOOL

Lunch	\$2.75
Reduced Lunch	\$0.40
Breakfast	\$1.25
Reduced Breakfast	\$0.00
Milk	\$0.50

Prices subject to change



Adult Meals: A La Carte Prices

A meal benefit (free and reduced) application is available online at www.LunchApplication.com. Paper applications are available in each high school office and at the central services office. A letter will be sent to the address on file with the outcome. All information is confidential.

You may prepay on your student's account by check or cash as well as visit www.k12paymentcenter.com. You will need your student's identification number, but due to privacy reasons, we cannot release student ID # over the telephone. Please request student ID # from the attending school. Refer to your school administration regarding student accounts with a negative balance. All adult meals must be paid for at the time of service. A La Carte prices are charged if a student does not take all items required to make a reimbursable meal.

Withdrawn or graduated students may request a refund of money left on their account or may donate funds for students without money.

If you have any questions about free or reduced applications, reimbursable meals, or refunds/donations, please contact the Child Nutrition Department at (252) 728-4583, ext. 160126.

COLLEGE DAYS

A total of two college visitation days are allowed for students to use during their Junior or Senior years.

COMMUNICATION DEVICES

The board has a responsibility to provide for orderly schools and classrooms that are conducive to learning. Because laser pointers and electronic communication devices can disrupt the orderly environment, the board restricts their use on school grounds.

Students are prohibited from possessing a personal laser pointer on school campuses unless authorized by their teacher for instructional purposes.

Except as otherwise permitted under board policy, students shall not use, display, transmit or have in the "on" position on school property during the instructional day any communication device, including, but not necessarily limited to, cellular telephones, paging devices, two-way radios, cameras, music players or similar devices.

School officials may authorize individual students to use such devices when there appears to be a compelling need for such communication. School officials may authorize individual students to use such devices for instructional purposes provided students are supervised during the use. Students are prohibited from making unauthorized photographic, video or audio recordings.

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COMPLAINTS AND GRIEVANCES

Most concerns and complaints can be handled through informal means, with the complaint addressed at the level closest to where the complaint originated. For example, most classroom complaints would be first addressed to the teacher, and then the principal, as necessary. When informal resolution is unsuccessful, the student or parent or guardian may file a grievance as detailed by the provisions of Board of Education Policy 1740/4010. The grievance must be filed, in writing, as close as possible to the time of the originating circumstances and include (1) the name of the school system employee or other individual whose decision or action is at issue; (2) the specific decision(s) or action(s) at issue; (3) any board policy, state or federal law, state or federal regulation, or State Board of Education policy or procedure that the parent or guardian or student believes has been misapplied, misinterpreted or violated; (4) and the specific resolution desired. If there is not a specific decision or action at issue and no concern that state or federal law has been misapplied, misinterpreted or violated, then the procedure established in Board Policy 1742/5060 is appropriate and the principal shall address the concern following that board policy. Although most grievances are first addressed by the principal, there are exceptions. A complete listing of steps, timelines, and appeal procedures is provided in Board Policy 1740/4010.

DISTRIBUTION AND DISPLAY OF NON-SCHOOL MATERIAL

Policy 5210 addresses requests from non-school related groups to distribute materials to students. A related Regulation states that non-profits organizations offering educational or recreational activities or programs for school-aged children, including but not limited to scouts, 4-H, summer camps, and organized youth sports leagues can submit publications to the superintendent's designee for consideration. The schedule and guidelines are stated in the Regulation. Requests should be submitted to distribution@carteretk12.org. The fact that material is distributed does not mean the information or activity is endorsed by the school system.

EMERGENCY DRILLS

To comply with North Carolina statutes, a fire drill will be held during the first week of school and once a month thereafter. These drills are necessary to familiarize students with proper evacuation procedures. Students must obey the staff instructions quickly and quietly during these drills.

As required by the state, tornado drills are conducted in the fall and again in the spring so that students and staff are familiar with proper procedures. Shelter in place drills will be held twice a year as well.

EMERGENCY NOTIFICATIONS

School and school system emergencies will be communicated through an automated phone system using telephone numbers provided to the school by parents or guardians. The decision to cancel or delay the opening of school is usually made by 5:30 a.m. Parents requiring additional information should visit www.carteretcountyschools.org and check for Closings/Delays or they can dial (252) 728-4583 and listen for any updated voice message. The school system also posts the message on social media.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) is a federal law that governs the maintenance of student records. Under that law, parents or guardians of students or students if they are at least 18 have both the right to inspect records kept by the school about the student and the right to challenge alleged inaccuracies in the records. Such requests should be submitted to the student's principal. Access to the records by persons other than the parent, guardian or student is limited and generally requires prior consent by the parent, guardian or student. The Carteret County School Administrative Unit has adopted a written policy governing all the rights of parents, guardians and students under FERPA. Copies of may be found in the Superintendent's office, in the principal's office of each school, and on the school system's web site. The Carteret County Public School System may, at the discretion of the superintendent, disclose the following directory information about a student without the consent of either the parent, guardian, or student unless the parent, guardian student has properly objected to the release by writing the principal within two weeks of receipt of this notice. Directory information is defined as the student's name; age; photograph but only when the photograph is published in connection with a recognized directory event; participation in officially recognized activities and sports; weight and height of members of athletic teams;; grade level, diplomas, certifications and awards received; current and previous school or education institution attended by the student; and the names of the student's parents or guardians.

Parents should also be aware that student names, addresses and telephone numbers must be released, upon request, to military recruiters and institutions of higher learning, unless the parent, guardian or student has properly objected to the release by writing the principal within two weeks of receipt of this notice. The school system also releases personally identifiable information contained in student records to others given written parental consent, except to the extent that FERPA authorizes disclosure without consent. Parental consent is not required when requested by other institutions in which the student seeks or intends to enroll, contractors or consultants who perform school system services the system would otherwise perform itself, representatives of the juvenile justice system for students under juvenile court jurisdiction, and school officials and others as defined in section H.2. of Policy 4700. Parents of eligible students (18 years of age or attending an institution of postsecondary education) retain the right to assess information of the eligible student as long as the student is classified as a dependent of the parent for income tax purposes.

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Complaints about failures of the Carteret County School Public School System to comply with the Family Educational Rights and Privacy Act may be made, in writing, to FERPA Office, Department of Health, Education and Welfare, 330 Independence Avenue, S.W., Washington, D.C. 20201.

HARASSMENT AND BULLYING

Harassment or bullying behavior is any pattern of gesturing or written, electronic or verbal communications, or any physical act or any threatening communication that (1) places a student in actual and reasonable fear of harm to his or her person or damage to his or her property; or (2) creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities or benefits. A student who believes that he or she has been discriminated against, harassed or bullied should immediately make a report either orally or in writing to his or her teacher, principal, or assistant principal. More detailed information regarding harassment and bullying is provided in Board Policy 4329/7331. Individuals who wish to report bullying or harassing behavior that is based on race, color, national origin, disability, or religion should refer to Board Policy 1710/4020/7230, Discrimination and Harassment Prohibited by Federal Law. If the behavior is discriminatory on the basis of sexual harassment, then the individual should refer to Board Policy 1725/4035/7236, Title IX Sexual Harassment – Prohibited Conduct and Reporting Process.

HEAD LICE

Students who show evidence of head lice shall be removed from the classroom and parents will be called to pick them up from school. An official notice outlining recommended treatment measures, school policy, and procedures to be followed in the prevention of spread or re-infestation will be given to the parent. The day after the student is treated for head lice the parent/guardian must accompany the student to school and designated school personnel will check the student's head to determine the absence or presence of lice. If adult lice or eggs are found, the student will be refused admission to school until treatment has completely rid the student of lice and eggs. The student shall not ride the bus until completely cleared of lice and eggs. For a student's first incident of the school year, he/she is allowed up to two excused absences if they provide a note from the parent. For any subsequent incidents during the same school year, he/she is allowed one excused absence per incident if they provide a not from the parent. The Board of Education policy for head lice is Policy 4235/6136 Control of Head Lice.

ILLNESS PROTOCOLS

If a student develops a fever of 100.4, the parent/guardian will be notified, and a request made that the student be picked up from school in a timely manner. Additional circumstances that the parent/guardian will be asked to pick up their student may include active vomiting, active diarrhea, injuries that need further medical care and other situations where the school staff are concerned for the student's health and wellbeing.

Fever: The student should remain at home with a fever greater than 100.4 degrees. The student can return to school after he/she has been fever free for 24 hours (without fever-reducing medicine, such as Tylenol or Motrin.)

Diarrhea/Vomiting: A student with diarrhea and/or vomiting should stay at home and return to school only after being symptom-free for 24 hours.

Conjunctivitis (Pink Eye): Following a diagnosis of conjunctivitis, the student may return to school 24 hours after the first dose of prescribed medication.

Flu Symptoms/Colds: A student with thick or constant nasal discharge should remain at home. Very few young children can effectively blow their nose and wash their hands afterward. A student with the above symptoms will quickly spread the illness to other students.

***A sick student cannot learn effectively and is unable to participate in classes in a meaningful way. Keeping a sick student at home prevents the spread of illness in the school community and allows the student opportunity to rest and recover.

IMMUNIZATIONS REQUIRED BY NC STATE LAW

Immunization Requirements for Grades Kindergarten - Twelve (K-12):

- | | |
|-----------------|---|
| Five (5) DTaP | One dose must be on or after the student's 4 th birthday. If a student's 4 th DTaP is on/after the 4 th birthday, then a 5 th dose is not required. |
| Four (4) Polio | The booster (4 th) dose is required on or after the 4 th birthday and before entering school for the first time. |
| Two (2) MMR | All vaccination dates must be on or after the student's 1 st birthday. Two full doses of MMR are recommended; the minimum requirement is 2 Measles, 2 Mumps, 1 Rubella. (Second dose Mumps required for any student entering school on or after July 1, 2008.) |
| Three (3) Hep B | All students born on or after July 1, 1994. |
| Varicella (2) | All students born on or after April 1, 2001. Effective July 1, 2015, two doses administered at least 28 days apart. Second dose before entering school for first time. |

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Four (4) PVC13 Pneumococcal conjugate vaccine – Four doses; 3 doses by age 7 months and a booster dose at 12 through 15 months of age. An individual born before July 1, 2015 shall not be required to receive pneumococcal conjugate vaccine.

Additional Requirements for Kindergarten Students:

One (1) Hib Minimum of one dose is required prior to 5th birthday. No doses are required after the 5th birthday.
Physical exam Must be completed by a North Carolina licensed healthcare provider within one year prior to the start of kindergarten. Kindergarten N.C. health assessment transmittal form is available at your child's school.

Additional Requirements for Entering 7th Grade:

Tdap Booster dose of Tdap for students who have not previously received it and are entering 7th grade or by 12 years of age, whichever comes first, effective July 1, 2015.
MCV One dose for students entering 7th grade or by 12 years of age whichever comes first, effective July 1, 2015.

Additional Requirements for entering 11th Grade

MCV Booster dose for students entering the 12 grade or 17 years of age beginning August 1, 2020. If the first dose is administered after the 16th birthday the booster dose is not required.

All Students: State law requires that every child entering public schools in N.C. receive a health assessment. The assessment must occur within 12 months prior to entering school. The medical provider, parent or guardian must provide a completed health assessment on the N.C. health assessment transmittal form to the principal of the school on or before the child's first day of attendance. This is NOW required regardless of the grade. See schools for forms.

INSURANCE COVERAGE

The Carteret County Public School System does NOT carry county-wide insurance for student accidents. Parents/Guardians are encouraged to purchase student insurance coverage. Student information packets are given to each student at the beginning of each school year.

INTERNET USE

The Carteret County Public School System offers computer equipment, computer services and Internet access to students and teachers for activities that support learning and enhance instruction. Internet access includes: electronic mail (e-mail), information and news, many libraries, public domain and shareware software, discussion groups, and educational services. Prior to being given access to the Internet through the school system, users will sign an "Internet Responsible Use Agreement." This agreement will define the educational objectives and guidelines for Internet use and will stipulate unacceptable uses which will lead to denial of access and possible legal action.

While Carteret County Public Schools maintains efforts to prevent access to inappropriate materials, risks beyond our control remain; therefore, students must have written parental permission before they may use the Internet with school equipment.

Carteret County Public Schools' Internet Goals:

1. To support implementation of North Carolina and Carteret County curricula,
2. To enhance learning opportunities for information retrieval, searching strategies, research, communications skills, and critical thinking, and
3. To promote lifelong learning.

ACCEPTABLE USE

The Internet will be used in a responsible, efficient, ethical and legal manner and must be in support of the educational objectives and the student behavior guidelines of Carteret County Schools. Transmission of any material in violation of any federal or state regulation is prohibited. Unacceptable uses include, but are not limited to, the following:

- A Violating copyright laws;
- B. Forwarding personal communications without the author's prior consent;
- C. Using, sending or displaying threatening or obscene material;
- D. Damaging computers, computer systems, software or computer networks;
- E. Using another person's password;
- F. Employing the network for commercial purposes; or
- G. Using data in folders or work files illegally.

NETIQUETTE RULES

Users must abide by network etiquette rules. These rules include, but are not limited to, the following:

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- A. Be polite; rudeness is never acceptable;
- B. Use appropriate language; do not swear, use vulgarities or other abusive or inappropriate language;
- C. Do not reveal personal addresses or phone numbers;
- D. Do not disrupt the use of the network; or
- E. Assume that all communications and information accessible via the network are private property

DISCLAIMER

The Carteret County Public School System makes no warranties of any kind, whether expressed or implied, for the service it is providing. The school system will not be responsible for any damages suffered, including loss of data resulting from delays, non-deliveries, service interruptions, or inaccurate information. The user accepts personal responsibility for any information obtained via the Internet.

MEDICATION POLICY

Prescription medicine can only be administered by school personnel under the following guidelines:

1. An order signed by a physician with specific directions for administration must be submitted to the office. A parent or guardian must also sign this order. These forms are available in the school office and at the offices of most area physicians. A new authorization form is required at the beginning of every school year, when the dose or directions change, and when a new medication is prescribed.
2. Parents must bring the medication in a bottle with a pharmacist's label designating patient's name, dispensing instructions, name of drug, and the physician's name. Office personnel will count medication in pill form while observed by the parent.
3. A record will be kept of all students receiving medication. This record will be accessible in the office.

Please refer to Carteret County Board of Education Policy 6125 – Administering Medicines to Students.

Nonprescription medicine:

The above procedures also apply to all nonprescription medicines administered to students. Parents who want school personnel to administer over-the-counter medication must provide the medication to school personnel pursuant to policy. Students shall not have over-the-counter medications in their possession on school premises at any time.

MENINGITIS, INFLUENZA, HPV

Senate Bill 260, previously referred to as “Garrett’s Law”, requires each school system to provide parents and guardians with information about meningococcal meningitis and influenza diseases and their vaccines. The state also requires information about HPV and information about the HPV vaccine be provided to parents and guardians. For more information about meningococcal meningitis, influenza diseases or HPV, please call **1-800-232-4636 (1-800-CDC-INFO)** or go online to www.immunize.nc.gov/ or <http://www.cdc.gov> or contact your family physician.

Meningococcal Disease

What is meningococcal disease & what causes it? - Meningococcal disease is a serious, potentially fatal illness caused by a bacteria. There are three types of invasive meningococcal disease: Meningitis - an infection of the fluid surrounding the brain and spinal cord; Bacteremia - an infection of the blood stream; and Pneumonia - an infection of the lungs.

How is the disease spread? - Meningococcal disease is contagious. The disease is spread through air droplets and direct contact with infected persons. It can be spread through coughing, sneezing, kissing, or shared items like a drinking glass, utensils or cigarettes.

What are the symptoms? - Symptoms can progress rapidly and may resemble the flu. They can include fever, headache, stiff neck, nausea, vomiting, confusion, sleepiness and sensitivity to light. Some people also develop a rash mainly on their arms and legs.

Can meningococcal disease be prevented? - Yes. Although meningococcal disease is serious and potentially life threatening, up to 83 percent of the cases in adolescents and young adults are potentially vaccine preventable. The meningococcal vaccine has been demonstrated to be safe, and offers protection against four of the five most common types of meningococcal infection.

What do health officials recommend? - Health officials recommend routine vaccination of children 11-12 years old, previously unvaccinated adolescents at high school entry, and college freshmen living in dormitories with the newly licensed meningococcal conjugate vaccine (MCV4).

Does the meningococcal vaccine prevent all forms of meningococcal disease? - There are currently two meningococcal vaccines available in the United States – 1) Meningococcal polysaccharide vaccine (MPSV4) - available since the 1970s and 2) Meningococcal conjugate vaccine (MCV4) - licensed in 2005. Both vaccines protect against four of the five most common types of meningococcal infection, including two of the three types most common in the United States. Neither vaccine prevents meningitis caused by other bacteria such as “strep” or Hib bacteria.

Is the vaccine effective? - Yes. Both vaccines work well, and protect about 90 percent of those who receive it. MCV4 is expected to give better, longer-lasting protection. MCV4 should also be better at preventing the disease from spreading from person to person.

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Influenza “the flu”

What is influenza? - Influenza (commonly called “the flu”) is caused by the influenza virus, which infects the respiratory tract (nose, throat, lungs). It can cause mild to severe illness, and at times can lead to death. In the United States, it is estimated that 10 percent to 20 percent of people get the flu each year: an average of 200,000 people are hospitalized for flu-related complications and 36,000 Americans die each year from complications of the flu. Five hundred out of 100,000 children with high-risk conditions (such as heart disease or asthma) and 100 out of 100,000 otherwise healthy children aged 0 to 4 years who are infected with the flu will be hospitalized for complications each season.

What are the symptoms of flu? - Symptoms of flu include fever (usually high), headache, tiredness (can be extreme), dry cough, sore throat, runny or stuffy nose, and muscle aches. Other symptoms, such as nausea, vomiting, and diarrhea, are much more common among children than adults.

Is there a flu vaccine? – Yes. The flu vaccine prevents the flu. Flu immunization is encouraged because the flu can lead to other problems including pneumonia, inflammation of the heart, and inflammation of the lungs. Healthy children younger than five years of age are more likely than adults to be hospitalized for complications from the flu. The vaccine protects between 45 percent and 90 percent of healthy children from getting the flu. Studies have shown that the older and healthier children are when they get a flu shot, the more likely they will be protected. Flu vaccination has also been shown to decrease middle ear infections among young children by about 30 percent.

HPV

What is HPV? - HPV (human papillomavirus) is a common virus that is spread from one person to another by skin-to-skin contact. There are about 40 types of HPV that can infect males and females. Some types of HPV can cause cancer in women. Many people get HPV at some time in their lives, although most never know it because HPV usually has no symptoms and goes away on its own. However, while a person is infected with HPV, they can spread the virus to other people. HPV is most common in young women and men who are in their late teens and early 20s.

How do you get HPV? - HPV can infect any person who is sexually active. Both males and females can get it without even realizing it.

What are the signs and symptoms of HPV infection? - Some people will develop visible growths or bumps. The virus lives in the body and usually causes no symptoms. Many people who have HPV do not know they are infected.

How can my child be protected from getting HPV? - The only sure protection from HPV is abstinence. However, a new vaccine can now protect females (ages 9 to 26) from four major types of HPV. The HPV vaccine can prevent most genital warts and most cases of cervical cancer. Contact your family physician for more information.

Additional Medical Information and New Vaccines

North Carolina General Statute 115C-47 requires schools to provide information concerning cervical cancer, cervical dysplasia and human papilloma virus. North Carolina General Statute 115C-375.4 requires Local Boards of Education to provide parents and guardians information on Meningococcal disease and vaccines. Information on these diseases can be found at www.carteretcountyschools.org or www.cdc.gov/vaccines/vpd-vac. Those without internet access can contact a school nurse or the Carteret County Health Department at (252) 728-8550.

NORTH CAROLINA’S SAFE SURRENDER LAW

In 2001, the North Carolina General Assembly passed a law, G.S. 7B-500(b) or G.S. 7B-500(d), making it legal for females to surrender their newborn baby to a responsible adult without fear of criminal prosecution. While any responsible adult may receive a newborn, school social workers, school nurses, counselors and law enforcement are examples of responsible adults who are familiar with this law. More information can be found at www.ncdhhs.gov/assistance/pregnancy-services/safe-surrender. Those without internet access can contact a school nurse or social worker.

PARENT INVOLVEMENT

The Carteret County Board of Education recognizes the critical role of parents in the education of their children and in the schools. As indicated in Board of Education Policy 1310/4002, school administrators are to develop programs that will promote and support parental involvement in student learning and achievement at school and at home and encourage successful progress toward graduation. Each parent is encouraged to learn about the educational program, the educational goals and objectives of the school system and his or her own child’s progress. The board also encourages parents to participate in activities designed by school personnel to involve them, such as parent conferences, in order to encourage effective communication. Each school will provide parents with opportunities for them to be involved in the school.

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PERMISSIBLE USE OF SECLUSION AND RESTRAINT

It is the policy of the Carteret County Board of Education to promote the safety of all students, staff and visitors in its schools. To further this policy, school personnel may, in compliance with G.S. 115C-391.1 and state and local policies and procedures, employ reasonable restraint or seclusion techniques with students.

Principals shall notify parents of any prohibited use of seclusion, restraint or aversive techniques, and shall provide a written incident report within 30 days of any such incident as required by G.S. 115C-391.1 and applicable policies and procedures. The superintendent or designee shall annually provide a record of reported incidents to the State Board of Education.

The full text for Rules For Use of Seclusion and Restraint in Schools can be found in Board Policy 4302-R.

PERMISSION TO PHOTOGRAPH

The Carteret County School System uses photographs, slides, films, videos and illustrations of students for many purposes. Such illustrating materials are used in a positive way and may be used in newsletters or publications produced by the school system, in slide presentations about the school system, in school-related news and feature coverage by news media, or in other similar forms of publication. News media representatives are required to be accompanied by a school official when on school campuses and are only allowed to photograph and interview students with permission on file. Permission forms are sent home with students new to the school system at the beginning of the school year. Previously signed forms remain in students' files while enrolled in the school system.

PESTICIDES

I.P.M. (Integrated Pest Management) is practiced as required by state of N.C. In some rare cases pesticides may be used but in the event of unscheduled pesticide use advance notice will be given to the principal's office. Additional questions pertaining to pesticide management should be directed to the school system's Facility Support Operations office, (252) 728-6115.

SCHOOL FEES

Certain courses, classes and clubs require the purchase of materials, supplies or dues. The Board of Education has approved the collection of fees from students. Students with financial hardship may receive help in paying a required fee (Board Policy 4600). Required fees are collected at the beginning of the course. Approved fees are listed on the school system's website at www.carteretcountyschools.org.

In addition to Board of Education approved fees, there may be additional expenses for certain courses. Membership in student leadership organizations is an integral part of the instructional program. Students join the organization in order to participate fully in the learning opportunities available. Examples are FCCLA, FBLA, FFA, DECA, Skills USA and NTHS.

NOTICE: When you provide a check as payment, you are authorizing Carteret County Schools to process the payment as a check transaction from your check or to make a one-time electronic fund transfer from your checking account, whichever is the most efficient method for Carteret County Schools to process the payment. Your personal and account information will remain confidential. Personal or account information for payment transactions will NOT be released to any third party except as mandated by state or federal law or for purposes of collecting payment for any check returned for insufficient funds. If you have questions, please contact the Carteret County Finance Office at (252) 728-4583.

SCHOOL SYSTEM PERFORMANCE INDICATORS

Information on student performance, graduation rates, school safety, teacher qualifications and a wealth of other data on each school and school system in the state is presented annually in the North Carolina Report Card.

Report Cards are released each year for the previous school year. Students will bring home printed "snapshots" of their school's report card. Results for the latest North Carolina Report Card can be found at www.ncreportcards.org/src/. Individuals without internet access can contact their local school or school system's administrative offices in Beaufort for a printed copy.

STUDENT BEHAVIOR

Schools provide positive behavior support systems designed to properly teach and guide students with respect to expected conduct, and each school also has a School Plan for the Management of Student Behavior. Schools work to establish strong partnerships with parents so as to develop respectful behavior and provide corrective actions for students. When students violate behavior standards policies and consequences are provided in the Board of Education's 4300 Policy series. These policies can be obtained from any school, the school system's central administration building, or the school system's home web page (www.carteretcountyschools.org) under "Policy Manual." The School System's "Code of Student Conduct" is also available upon request or from this web site. This Code of Student Conduct includes a brief description of various types of unacceptable student behaviors and the standard consequences for each.

Students must comply with the Code of Student Conduct (a) while in any school building or on any school premises before, during or after school hours; (b) while on any bus or other vehicle as part of any school activity. (c) while waiting at any school bus stop; (d) during any school-sponsored activity or extracurricular activity; (e) when subject to the authority of school personnel; and (f) at

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any time or place when the student's behavior has or is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment.

STUDENT DRESS CODE

All students will be modestly dressed and groomed so as not to unreasonably distract the attention of others, or to cause disruption of or interference with the educational process or the orderly operation of the school.

- Students should wear shoes that are appropriate for PE. Some schools require students to wear tennis shoes for safety purposes.
- No vulgar or inappropriate printing or logos on clothing.
- No bare midriff, strapless tops, tank tops or spaghetti strap tops are allowed.
- No sunglasses, hats or caps are to be worn inside the building.
- Short shorts or mini-skirts are not allowed. Shorts, skorts, skirts, or dresses must be no shorter than fingertip length.
- Pants should be fitted or secured at the waist with a belt.

Be sure to check your school's website or school handbook for additional guidelines. The school administration reserves the right to determine whether a particular type of clothing or style is appropriate. If students are dressed inappropriately they will have to change clothes or parents will be called to pick them up.

STUDENT PROMOTION

Student must meet established standards to progress to the next level of study. The standards must provide multiple criteria for assessing the student's readiness, such as the use of standardized tests, grades, a portfolio or an anthology of the student's work. It is recommended that students not be retained more than twice in grades K through 8.

STUDENT SALES AND SOLICITATIONS

The Carteret County Board of Education recognizes the necessity for schools to raise money through fund raising events. All fund-raising activities sponsored by schools must meet policy requirements and be approved in advance by the Board of Education.

The Board's first priority in any such activity is student safety. Therefore, the Board does not approve of students in kindergarten through 8th grade participating in door-to-door sales or solicitations without the close supervision of a parent or guardian.

Student fundraising award and celebration events shall emphasize school and community spirit and will include all students regardless of their participation or amount of sales. Students may only be excluded from participation in a celebration event if they do not meet academic or behavior guidelines as established by the school.

Parents, guardians or others may make a tax-exempt donation based on an amount established by the event sponsor instead of having their child participate in any type of sales or solicitations.

Students may not participate in any fundraising activity involving a lottery, a raffle, or any other game of chance.

Schools will not grant extra academic credit, excuse homework or other assignments, or give any other academic award or penalty based on a student's participation or lack of participation in a fundraising project.

While the Board of Education does not have discretion over the fundraising activities of school related organizations such as Parent/Teacher Organizations, Band or Athletic Booster Clubs, the Board recommends such organizations also follow this policy statement.

Please contact your school principal should you have questions concerning this information. The full text can be found in Policy 5220 under the Policy Manual at www.carteretcountyschools.org.

STUDENT SUPPORT

Guidance and counseling programs are provided by the school system with the ultimate aim of improving student performance by increasing skills; helping students make adjustments; addressing problems that interfere with learning or the classroom environment; and assisting in career and college planning. Each school also has a Student Assistance Team or Response to Intervention/ Multi-Tiered System of Support that accepts referrals from parents and staff who are concerned about a student's academic progress and/or school behavior.

STUDENT SURVEYS

Based on the Protection of Pupil Rights Amendment (PPRA), the school system must obtain prior written consent of a parent or eligible student before the student is required to participate in any Department of Education-funded survey, analysis or evaluation that reveals information concerning the following "protected topics": political affiliations or beliefs of the student or the student's parent; mental or psychological problems of the student or the student's family; sex behavior or attitudes; illegal, antisocial, self-incriminating or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; religious practices, affiliations or beliefs of the student or the student's parent; or income (other than that required by law to determine eligibility for

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participation in a program or for receiving financial assistance under such program). Surveys of this type not funded by the Department of Education require prior notification, giving parents the right to exclude their child/children from participation. Upon request, parents have the right to review any survey that concerns one of the protected topics or any instructional materials used in any such survey. The school system will take measures to protect the identification and privacy of students participating in any survey concerning any of the protected topics. These measures may include limiting access to completed surveys and to survey results, as allowed by law.

TARDY AND EARLY CHECKOUT POLICY

To protect instructional time, parents/guardians are asked to avoid tardies and avoid checking their child out early unless the child is ill, has a doctor's appointment, or other excusable absences noted under attendance. Your child's school will notify you of the procedures for handling tardies.

TITLE IX DISCRIMINATION NOTICE

Title IX of the Education Amendments Act of 1972 (Title IX) provides: *"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."* The Carteret County Public School System is fully committed to honoring, implementing, and enforcing the provisions of Title IX. Equal opportunities for participation in our educational programs, regardless of sex, are provided. Title IX protects both students and employees. Discrimination based on sex, which includes sexual harassment and sexual violence, is prohibited. Areas of the Carteret County Public School System where Title IX may have application include fundamental access to our educational programs, athletics, the arts, and employment.

The Title IX Coordinator for the Carteret County Public School System is Assistant Superintendent Richard Paylor and his contact information is:

Mailing address: Carteret County Schools, 107 Safrit Drive, Beaufort, NC 28516
Email: richard.paylor@carteretk12.org
Phone number: (252) 728-4583 X 160139.

Complaints relating to discrimination on the basis of sex, including sexual harassment and sexual violence, may be filed with him, or may be brought to the attention of teachers or principals. Teachers or principals receiving a complaint, or who reasonably suspect occurrence of discrimination on the basis of sex, including sexual harassment or sexual violence, are required to report the same to the Title IX Coordinator.

A person may also file a complaint regarding an alleged violation of Title IX with the U.S. Department of Education's Office for Civil Rights ("OCR"). The contact information for the OCR office with jurisdiction over North Carolina is:

Mailing Address: 4000 Maryland Ave, SW, Washington, DC 20202-1475
Phone Number: 202-453-6020
TDD: 800-877-8339
FAX: 202-453-6021
Email: OCR.DC@ed.gov

VOLUNTEERS

A volunteer is defined as any individual who volunteers his or her time to the Carteret County Public Schools to provide direct services to, or supervision of, students and who have been approved by the Office of Human Resources and the school's principal/designee to act as a volunteer in that school. Volunteers have direct contact with students under limited supervision by school staff on a scheduled basis, may spend solitary time with students for short periods of time, may be outside of view of school staff or other adults with students for extended periods of time, and may be used as chaperones on field trips. Examples of volunteers are, but are not limited to participating as a tutor during or after school, a mentor, a field trip chaperone or volunteer driver, a volunteer coach, a volunteer with band/chorus/clubs on a scheduled basis, a medical helper, and a scheduled classroom helper.

An individual who wishes to volunteer at a school shall be approved by the Office of Human Resources. Individuals whose background investigation reveals a charge, a series of charges or a conviction of a crime more serious than a traffic violation, or a pattern of charges of behavior which is determined by the Office of Human Resources to represent a safety or liability issue, shall be ineligible to be a volunteer. Also, any individual refusing to submit to a background investigation shall be ineligible to be a volunteer. A letter will be sent from the Office of Human Resources to each applicant whose request for volunteer status has been denied with a copy sent to the school principal/designee. The decision on whether to approve the volunteer candidate shall be based upon the best interests of the school and its students.

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YOUTH OPPORTUNITIES

Often local non-profit organizations contact the school system to ask for assistance in sharing information about educational and recreational opportunities being offered to students and their families. If the information is considered appropriate, it is posted on the school system's website at www.carteretcountyschools.org under Distribution Center. The fact that information about non-profit organization programs is posted does not mean it is endorsed by the school system. Parents should review the information to make sure it is appropriate for their children.

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School / Site Information

Links to all school websites can be found at www.carteretcountyschools.org

Atlantic Elementary School

PO Box 98, 151 School Drive
Atlantic, NC 28511

252-225-3961 phone
252-225-1077 fax

Beaufort Elementary School

110 Carraway Drive
Beaufort, NC 28516

252-728-3316 phone
252-728-2753 fax

Beaufort Middle School

100 Carraway Drive
Beaufort, NC 28516

252-728-4520 phone
252-728-3392 fax

Bogue Sound Elementary School

3323 Hwy 24
Newport, NC 28570

252-393-1279 phone
252-393-1379 fax

Bridges School

140 Vashti Drive
Morehead City, NC 28557

252-808-3040 phone
252-726-5245 fax

Broad Creek Middle School

2382 Highway 24
Newport, NC 28570

252-247-3135 phone
252-247-5114 fax

Carteret Preschool Center

903 Church Street
Newport, NC 28570

252-223-4574 phone
252-223-4920 fax

Croatan High School

#1 Cougar Lane
Newport, NC 28570

252-393-7022 phone
252-393-1223 fax

Down East Middle School

174 Marshallberg Road
Smyrna, NC 28579

252-729-2301 phone
252-729-1015 fax

East Carteret High School

3263 Highway 70
Beaufort, NC 28516

252-728-3514 phone
252-728-3487 fax

Harkers Island Elementary School

1163 Island Road
Harkers Island, NC 28531

252-728-3755 phone
252-728-6399 fax

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Marine Science & Technologies

Early College High School

3505 Arendell Street 252-222-7990 phone
Morehead City, NC 28557

Morehead Elementary School

3316 Arendell Street 252-726-1131 phone
Morehead City, NC 28557 252-726-5896 fax

Morehead Middle School

400 Barbour Road 252-726-1126 phone
Morehead City, NC 28557 252-726-4980 fax

Morehead Primary School

4409 Country Club Road 252-247-2448 phone
Morehead City, NC 28557 252-247-3127 fax

Newport Elementary School

219 Chatham Street 252-223-4201 phone
Newport, NC 28570 252-223-4107 fax

Newport Middle School

500 E. Chatham Street 252-223-3482 phone
Newport, NC 28570 252-223-4914 fax

Smyrna Elementary School

174 Marshallberg Road 252-729-2301 phone
Smyrna, NC 28579 252-729-1015 fax

West Carteret High School

4700 Country Club Road 252-726-1176 phone
Morehead City, NC 28557 252-726-6290 fax

White Oak Elementary School

555 W. B. McLean Blvd. 252-393-3990 phone
Cape Carteret, NC 28584 252-393-2773 fax

GRADING AND RANKING OF HIGH SCHOOL STUDENTS - POLICY 3450

The primary purpose of grading and ranking students is to keep parents and students fully informed of each student's progress and to provide a continuous and accurate record of each student's achievement for use in instruction. While a completely uniform grading system at and between all school levels may not be possible, the grading system must be fair and consistent to accomplish its purpose. The Superintendent or his designee will develop a regulation in accordance with this policy.

REGULATION

STANDARDS FOR CALCULATING THE WEIGHTED GRADE POINT AVERAGE AND CLASS RANK OF CARTERET COUNTY HIGH SCHOOL STUDENTS

Calculations are based on a standardization of: 1) academic course levels; 2) grading scales; and 3) the weighting of course grades. Class rank is based on a weighted grade point average in which a half (.5) quality point or weight is added to passing grades earned in Honor (Advanced) courses or one (1) quality point is added to passing grades earned in Advanced Placement courses.

Academic Course Levels and Associated Weights
Standard (S) Course content, pace and academic rigor follow standards specified by the North Carolina Standard Course of Study with occasional content enrichment where appropriate. This course provides credit toward a high school diploma and requires the end-of-course test where available.

Honors (H) Course content, pace and academic rigor put high expectations on the student and surpass standards specified by the North Carolina Standard Course of Study. Such courses demand a greater independence and responsibility. The courses provide credit toward a high school diploma and require an end-of-course test where available. The state weighting system adds the equivalent of one quality point to the grade earned in such Honors (H) courses, if the Standard (S) level of the course is offered at the high school.

Advanced Placement (AP) Course content, pace and academic rigor is college-level as adopted by the College Board or the International Baccalaureate (IB) program and is geared to enable students to pass the AP or IB test. The course provides credit toward a high school diploma and, in cases where the AP/IB course is the first course taken by a student in a subject, an end-of-course test is required if one is offered in the subject. The state weighting system adds the equivalent of two quality points to the grade earned in the AP/IB course.

Grading Scales

High Schools use the following grading scale. The conversion of grades to quality points is standardized and made equivalent with other options provided by the State. Conversion of percentage grades to letter grades is according to the following widely used scale: 90-100=A; 80-89=B; 70-79=C; 60-69=D; 59 and below = F.

Grades and the corresponding number of quality points are shown below:

90-100% = 4.00

80-89% = 3.00

70-79% = 2.00

60-69% = 1.00

59% or less = 0.00

COURSES THAT ARE ELIGIBLE FOR WEIGHTS

1. Honors sections of standard level academic courses. Such courses are assigned to category H provided that the standard (S) level of the course is also offered at the high school (.5 point). All arts courses are eligible for honors credit beyond the second year. Courses taken at the community college under the Comprehensive Articulation Agreement are eligible for honors credit.
2. Pre-calculus (advanced mathematics 2070), non-AP/IB calculus, mathematics courses beyond the level of calculus, and foreign language beyond the second-year level. Such courses are considered to be inherently advanced and are assigned to category H (.5 point).
3. All AP/IB and higher-level college courses (1 point).

CURRICULUM GUIDES

The curriculum guides on the following pages provide an overview of the curriculum that will be used to teach your child. Instruction follows the North Carolina Standard Course of Study which is a guide for all schools. This should provide you with a better understanding of the major study areas of language arts, mathematics, science, social studies, technology education, and healthful living. Students also have instruction in arts education and library/media use.

As parents or guardian, you are an essential part of your child's total school program. Your involvement in school activities help make your child's experiences successful. Curriculum Guides are a 'work in progress' and are subject to change.



Kindergarten: What Will My Child Learn in Kindergarten?

LANGUAGE ARTS: Reading and Writing

DPI Parent Guides <https://bit.ly/2OJy2sd>

- Naming upper- and lower-case letters, matching those letters with their sounds, and printing them
- Comparing the adventures and experiences of characters in familiar stories, such as fairy tales, and folktales
- Retelling familiar stories and talking about stories read to them using details from the text
- Using a combination of drawing, dictating, and writing to describe an event, including his or her reaction to what happened
- Stating an opinion or preference about a topic or book in writing (e.g., “My favorite book is...”)
- Taking part in classroom conversations and following rules for discussions (e.g. learning to listen to others and taking turns when speaking)
- Speaking clearly to express thoughts, feelings, an ideas, including descriptions of familiar people, places, things, and events
- Asking and answering questions about key details in stories or other information read aloud
- Understanding and using question words (e.g., who, what, where, when, why, how) in discussions
- Learning to recognize, spell, and properly use those little grammatical words that hold the language together (e.g., a, the, to, of, from, I, is, are)
- Reading Emergent reader texts

MATHEMATICS

- Know number names and the counting sequence
- Count to tell the number of objects
- Compare numbers
- Understand addition and subtraction
- Build foundation for place value
- Describe and compare measurable attributes
- Classify objects and count the number of objects in each category
- Identify and describe shapes
- Analyze, compare, create and compose shapes

SCIENCE: Understanding His/Her World

The focus of kindergarten science is centered on students using all the five senses to make observations of events in both indoor and outdoor settings that make up their world. Students will make observations and build an understanding of:

- Similarities and differences in animals
 - Weather concepts
 - Properties of common objects such as clay and wood
- Students will use tools and measurement to increase their ability to describe their world.

SOCIAL STUDIES: Self and Community

Kindergarten through second grade students are introduced to an integrative approach of Social Studies by exploring aspects of self, others, families and communities across the world in developmentally responsive ways. Students will develop awareness to the similarities among individuals in the classroom as well as within the school, community and world. Comparing family traditions enable students to accept and appreciate their pluralistic society and acquire a sense of purpose regarding their role and the role of other citizens within the community and world. K-2 students develop geographic awareness of their surroundings by using geographic representations to process information about locations using maps and globes. They learn that people not only use the environment, but also modify or adapt to it. Students begin to appreciate the influence history has on their daily lives as they identify contributions of historical figures. They examine why certain events and people are celebrated through national holidays. In economics, students develop and build upon basic economic concepts by relating to their own wants and needs.

INFORMATION AND TECHNOLOGY

- Identify sources of information
- Understand the meaning of fiction and nonfiction
- Use technology tools to gather, organize and present information
- Identify relevant questions about a topic
- Remember Internet safety rules

HEALTHFUL LIVING

- Learns and identifies healthy foods
- Recognizes influences and feelings
- Understands heart rate
- Develops locomotor, non-locomotor and combination skills
- Learns basic health-related vocabulary
- Develops a joy of play





1st Grade: What Will My Child Learn in First Grade?

LANGUAGE ARTS: Reading and Writing

DPI Parent Guides <https://bit.ly/2OJy2sd>

- Using phonics (matching letters and sounds) and word analysis skills to figure out unfamiliar words when reading and writing
- Read grade-level text
- Describing characters, settings, and major events in a story, using key details
- Getting facts and information from different writings providing some sense of opening and closing
- Writing about a topic, supplying some facts, and providing some sense of opening and closing
- Participating in share research and writing projects (e.g., exploring a number of “how-to” books and using them to write a sequence of instructions)
- Taking part in conversations about topics and texts being studied by responding to the comments of others and asking questions to clear up any confusion
- Describing people, places, things, and events with relevant details, expressing ideas and feelings clearly and with complete sentences
- Producing and expanding complete simple and compound statements, questions, commands, and exclamations
- Identifying the correct meaning for a word with multiple meanings, based on the sentence or paragraph in which the word is used (e.g., deciding whether or the bat means a flying mammal or a club used in baseball)
- Learning to think about finer distinctions in the meanings of near-synonyms (e.g., marching, prancing, strutting, strolling, walking)

MATHEMATICS

- Represent and solve problems
- Understand and apply the properties of operations
- Add and subtract within 20
- Analyze addition and subtraction equations within 20
- Extend and recognize patterns in the counting sequence
- Understand place value
- Use place value understanding and properties of operations
- Measure lengths
- Build understanding and properties of operations
- Measure lengths
- Build understanding of time and money
- Represent and interpret data
- Reason with shapes and their attributes

SCIENCE

The focus is on using senses to make observations based on their own rules for classifications and on experimenting to discover the properties of living and nonliving objects.

Students will conduct investigations and make observations to build an understanding of:

- the needs of living organisms
- solid earth materials
- the properties and relationships of objects
- how forces affect the motion of an object
- features of the Earth/Moon/Sun



SOCIAL STUDIES

Kindergarten through second grade students are introduced to an integrative approach of Social Studies by exploring aspects of self, others, families and communities across the world in developmentally responsive ways. Students will develop awareness to the similarities among individuals in the classroom as well as within the school, community and world. Comparing family traditions enable students to accept and appreciate their pluralistic society and acquire a sense of purpose regarding their role and the role of other citizens within the community and world. K-2 students develop geographic awareness of their surroundings by using geographic representations to process information about locations using maps and globes. They learn that people not only use the environment, but also modify or adapt to it. Students begin to appreciate the influence history has on their daily lives as they identify contributions of historical figures. They examine why certain events and people are celebrated through national holidays. In economics, students develop and build upon basic economic concepts by relating to their own wants and needs.

INFORMATION AND TECHNOLOGY

- Classify resources as relevant for a given purpose
- Compare important facts and minor details
- Use technology tools to gather, organize and present information
- Recognize the steps of a simple research process
- Use technology hardware and software responsibly
- Explain why safety is important when using the Internet

HEALTHFUL LIVING

- Seeks appropriate help
- Recognizes that feelings are normal
- Develops healthy relationships
- Identifies incorrect uses of medicines
- Demonstrates respect
- Develops static and dynamic balances
- Improves manipulative skills
- Follows rules and procedures
- Develops flexibility, muscular strength and endurance



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2ND Grade: What Will My Child Learn in Second Grade?

LANGUAGE ARTS: Reading and Writing

DPI Parent Guides <https://bit.ly/2OJy2sd>

- Reading closely to find main ideas and supporting details in a story
- Describing the logical connection between particular sentences and paragraphs in stories (e.g., first, second, third; cause and effect)
- Comparing the most important points and key details presented in two books on the same topic
- Writing opinions or explanations that group related information and develop topics with facts and details
- Writing stories that establish a situation and include details and clear sequences of events that describe the actions, thoughts, and feelings of characters
- Independently conducting short research projects that build knowledge about various topics
- Asking and answering questions about information he or she hears from a speaker or while participating in classroom discussions, offering appropriate elaboration and detail that build on what others have said
- Reading stories and poems aloud fluently, without pausing to figure out what each word means
- Distinguishing the literal and nonliteral meanings of words, such as “something’s fishy” and “cold shoulder”
- Spelling correctly and consulting dictionaries to clarify meanings of words

MATHEMATICS

- Represent and solve problems
- Add and subtract within 20
- Work with equal groups
- Understand place value
- Use place value understanding and properties of operations
- Measure and estimate lengths
- Relate addition and subtraction to length
- Build understanding of time and money
- Represent and interpret data
- Reason with shapes and their attributes

SCIENCE

The focus for second grade centers on students analyzing collected data over a period of time to make predictions and understand change. Students will conduct investigations and build an understanding of:

- Animal life cycles
- Changes in weather
- Changes in properties
- Concepts of sounds



SOCIAL STUDIES

Kindergarten through second grade students are introduced to an integrative approach of Social Studies by exploring aspects of self, others, families and communities across the world in developmentally responsive ways. Students will develop awareness to the similarities among individuals in the classroom as well as within the school, community and world. Comparing family traditions enable students to accept and appreciate their pluralistic society and acquire a sense of purpose regarding their role and the role of other citizens within the community and world. K-2 students develop geographic awareness of their surroundings by using geographic representations to process information about locations using maps and globes. They learn that people not only use the environment, but also modify or adapt to it. Students begin to appreciate the influence history has on their daily lives as they identify contributions of historical figures. They examine why certain events and people are celebrated through national holidays. In economics, students develop and build upon basic economic concepts by relating to their own wants and needs.

INFORMATION AND TECHNOLOGY

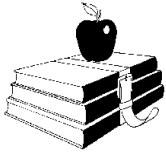
- Classify resources as current or not current
- Categorize books by genre characteristics
- Use a variety of technology tools: web-based resources, word processor, online communication and collaboration tools, to gather, organize and present information
- Execute the steps of a simple research process
- Use simple citation rules for print and electronic resources

HEALTHFUL LIVING

- Identifies feelings and ways of coping
- Demonstrates dental hygiene
- Understands serving sizes for food groups
- Identifies harmful substances
- Participates in daily physical activity
- Demonstrates mature movement patterns
- Works cooperatively with others
- Uses concepts in movement control



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3rd Grade: What Will My Child Learn in Third Grade?

LANGUAGE ARTS: Reading

DPI Parent Guides <https://bit.ly/2OJy2sd>

- Applies phonics and structural analysis (roots, suffixes, prefixes, less common vowel patterns, syllable breaks)
- Applies meaning of common prefixes and suffixes
- Increases sight vocabulary, reading vocabulary and writing vocabulary
- Uses word reference materials (dictionary, glossary) to confirm decoding skills, verify spelling and extend meanings of words
- Reads, comprehends and responds to text (fiction, nonfiction, poetry and drama) appropriate for third grade
- Uses strategies to comprehend text (reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell)
- Identifies and interprets author's purpose, plot, conflict, sequence, resolution, lesson and/or message, main idea and supporting details, cause and effect, fact and opinion, point of view, and author's use of figurative language (simile, metaphor, imagery)
- Draws conclusions, makes generalizations and gathers support from text
- Identifies and discusses similarities and differences
- Uses text and own experiences to verify facts, concepts and ideas
- Analyzes, compares and contrasts printed and visual information (graphs, charts, maps)
- Conducts research from a variety of sources

Writing

- Uses the stages of the writing process
- Incorporates feelings such as excitement, humor, suspense, and personal experiences in making word choices in writing a narrative
- Proofreads and edits written work for errors in sentence formation, usage, and spelling
- Uses conventional spelling and punctuation when writing most of the time
- Writes using characters, setting, problem, and solution
Explains in writing the main idea, lesson, or moral of a selection
- Writes news articles, recipes, directions, interviews and narrative stories



MATHEMATICS

- Represent and solve problems involving multiplication and division
- Understand properties of multiplication and the relationship between multiplication and division
- Multiply and divide within 100
- Solve two-step problems

- Explore patterns of numbers
- Use place value to add and subtract
- Generalize place value understanding for multi-digit numbers
- Understand fractions as numbers
- Solve problems using measurement
- Represent and interpret data
- Understand the concept of area
- Understand the concept of perimeter
- Reason with shapes and their attributes

SCIENCE

The focus for third grade students is on identifying systems and patterns of systems. Students will learn that a system is an interrelated group of objects or components that form a functioning unit. Students will conduct investigations and build an understanding of:

- plant growth and adaptations
- soil properties
- the earth/moon/sun system
- the form and function of the skeletal and muscle systems of the human body
- energy transfer

SOCIAL STUDIES

In third grade, students draw upon knowledge learned in previous grades to develop more sophisticated understandings of how communities may be linked to form larger political units, and how there are cultural, geographic, and economic connections. Through their study of various patterns of community living, the students begin to understand that people's activities are influenced not only by their geographic location, but also by how they use the earth's materials, the physical environment, and how they express their diversity through culture. Students will understand the importance of being a citizen and identify the contributions of selected individuals in the local community. Students will recognize that Americans are comprised of people who have diverse ethnic origins and traditions who all contribute to American life. By looking at communities from a geographic perspective, students become aware of some of the cultural, political, geographic, historic, environmental and economic factors that help bind communities together through both time and space. Building upon experiences that demonstrate chronological thinking, students begin to expand their ability to think like a historian by asking questions that historians ask. Using both primary and secondary sources, students understand the significant role of the individual in shaping history and explore changes in communities and regions over time. Through the study of historical narratives, students are introduced to the concept of perspective by asking them to explain why people can describe the same event differently. This serves as a building block for more sophisticated analyses in subsequent grades.



INFORMATION AND TECHNOLOGY

- Classify resources as appropriate or inappropriate and reliable or not reliable
- Compare the characteristics of genres to develop diverse reading habits
- Use a variety of technology tools: web-based resources, word processor, online communication and collaboration tools, to gather, organize and present information
- Implement a research process by collaborating with other students
- Understand ethical behavior and Internet safety precautions



HEALTHFUL LIVING

- Plans ways of escape from dangerous situations
- Recognizes that behavior is changeable
- Understands the benefits of bicycle safety
- Learns the important nutrients in food groups
- Understands the influences of substance abuse
- Interacts positively with others
- Demonstrates skills in catching, throwing, dancing and basic tumbling
- Creates movement sequences



4th Grade: What Will My Child Learn in Fourth Grade?

LANGUAGE ARTS: Reading and Writing

DPI Parent Guides <https://bit.ly/2OJy2sd>

- Describing the basic elements of stories — such as characters, events, and settings — by drawing on specific details in the text
- Paying close attention to key features of informational books and articles: these include understanding the main and supporting ideas; being able to compare and contrast information; and explaining how the author uses facts, details, and evidence to support particular points
- Comparing ideas, characters, events, and settings in stories and myths from different cultures
- Writing summaries or opinions about topics supported with a set of well-organized facts, details, and examples
- Independently conducting short research projects on different aspects of a topic using evidence from books and the Internet
- Paraphrasing and responding to information presented in discussions, such as comparing and contrasting ideas and analyzing evidence that speakers use to support particular points
- Reporting orally on a topic or telling a story with enough facts and details
- Writing complete sentences with correct capitalization and spelling
- Relating words that are common in reading to words with similar meanings (synonyms) and to their opposites (antonyms)

MATHEMATICS

- Represent and solve problems involving multiplication and division
- Use the four operations with whole numbers to solve problems
- Gain familiarity with factors and multiples
- Generate and analyze patterns
- Generalize place value understanding for multi-digit whole numbers
- Use place value understanding and properties of operations to perform multi-digit arithmetic
- Extend understanding of fractions
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers
- Use unit fractions to understand operations of fractions
- Understand decimal notation for fractions, and compare decimal fractions
- Solve problems involving measurement
- Solve problems involving area and perimeter
- Represent and interpret data
- Understand concepts of angles and measure angles
- Classify shapes based on lines and angles in two-dimensional figures

SCIENCE

The science focus for fourth grade students is on analyzing systems and learning how systems work. Thinking about and analyzing systems helps students understand the relationship of mass, energy, objects and organisms. Students will make observations and conduct investigations to build an understanding of:

- animal behavior and adaptation
- the composition and uses of rocks and minerals
- magnetism and electricity
- food as a source of energy and materials for growth and repair of the body

INFORMATION AND TECHNOLOGY

- Use relevant and reliable sources of information for an assigned task
- Implement appropriate reading strategies when reading for information
- Use a variety of technology tools: web-based resources, word processor, online communication and collaboration tools, to gather, organize and present information
- Implement a research process by collaborating effectively with other students
- Understand responsible use of technology, ethical behavior, and Internet safety precautions

SOCIAL STUDIES

Fourth Grade is the first formal introduction to North Carolina, its ethnic diversity, its rich culture, the economic energy of its people, and its geographic regions. Fourth Grade students explore the social disciplines of history, geography, civics, government, culture and economics through the context of North Carolina. Students will study North Carolina American Indian groups indigenous to North Carolina before European contact, the impact of colonization, and key historical events leading up to the Civil War and Reconstruction. Students will prepare for their role as responsible and informed citizens of North Carolina as they examine the North Carolina Constitution, and the concept of separation of powers in each branch of state government. The expectations of standards address the geographic concept of movement and its impact on people, goods and ideas in North Carolina. Building on a basic understanding of scarcity and choice, students learn to appreciate the relationships among scarcity, choice, and opportunity costs when making financial decisions. Students explore North Carolina's economy by examining how natural resources have influenced economic development in our state.



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HEALTHFUL LIVING

- Sets personal health and fitness goals
- Deals appropriately with feelings
- Learns the risks associated with substance abuse
- Understands the benefits of physical activity
- Learns the components of health-related tests
- Demonstrates dance movements, ball handling skills, inverted balances and jump rope skills
- Shows the concepts of movement performance
- Learns about preliminary stages of adolescence and puberty.



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**5th Grade: What Will My Child
Learn in Fifth Grade?**

LANGUAGE ARTS: Reading and Writing

DPI Parent Guides <https://bit.ly/2OJy2sd>

- Summarizing the key details of stories, dramas, poems, and nonfiction materials, including their themes or main ideas
- Identifying and judging evidence that supports particular ideas in an author's argument to change a reader's point of view
- Integrating information from several print and digital sources to answer questions and solve problems
- Writing opinions that offer reasoned arguments and provide facts and examples that are logically grouped to support the writer's point of view
- Writing stories, real or imaginary, that unfold naturally and developing the plot with dialogue, description, and effective pacing of the action
- Coming to classroom discussions prepared, then engaging fully and thoughtfully with others (e.g., contributing accurate, relevant information; elaborating on the remarks of others; synthesizing ideas)
- Reporting on a topic or presenting an opinion with his or her own words, a logical sequence of ideas, sufficient facts and details, and formal English when appropriate
- Expanding, combining, and reducing sentences to improve meaning, interest, and style of writing
- Building knowledge of academic words with an emphasis on those that signal a contrast in ideas or logical relationships, such as on the other hand, similarly, and therefore
- Producing writing on the computer

MATHEMATICS

- Write and interpret numerical expressions
- Analyze patterns and relationships
- Understand the place value system
- Perform operations with multi-digit whole numbers
- Perform operations with decimals
- Use equivalent fractions as a strategy to add and subtract fractions
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions
- Convert like measurement units within a given measurement system
- Represent and interpret data
- Understand concepts of volume
- Understand the coordinate plane
- Classify quadrilaterals

SCIENCE

Fifth grade students focus on evidence, models and scientific explanations. Students will conduct investigations to build

an understanding of:

- the interdependence of plants and animals
- interactions and properties of matter
- weather and climate
- forces and motion in technological designs.



SOCIAL STUDIES

Continuing the history, geography, civics and government, economics and culture strands from previous grades, fifth grade expectations will address change and continuity in United States history. Students begin the study of United States history with American Indian groups indigenous to the United States before the arrival of European settlers and conclude with the Civil War and Reconstruction period. Using primary and secondary sources, fifth grade students will compare founding documents of the United States with those of North Carolina such as the United States Constitution and the North Carolina Constitution. Students deepen their understanding of human-environment interactions by assessing positive and negative effects of human activities on the physical environment of the United States. Building on their knowledge of economic principles, students focus on economic growth in the United States and develop an understanding of production, specialization, and the division of labor.

INFORMATION AND TECHNOLOGY

- Use various types (print and nonprint) of relevant and reliable sources of information for an assigned task
- Differentiate strategies when reading informational text to complete assigned tasks
- Use a variety of technology tools: web-based resources, word processor, online communication and collaboration tools, to gather, organize and present information
- Implement a research process by collaborating effectively with other students
- Understand responsible use of technology, ethical behavior, and Internet safety precautions

HEALTHFUL LIVING

- Shows positive ways to control behavior
- Develops relationship skills
- Understands food and its uses and dangers
- Demonstrates conflict resolution in sports
- Performs forehand and backhand striking skills
- Performs routines and sequential movement patterns
- Respects individual differences while in activity
- Completes a health-related fitness test
- Develops skill combinations
- Learns and understands stages of adolescence and puberty

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6th Grade: What Will My Child Learn in Sixth Grade?

LANGUAGE ARTS: Reading and Writing

DPI Parent Guides <https://bit.ly/2OJy2sd>

- Citing several sources of specific evidence from a piece when offering an oral or written analysis of a book, essay, article, or play
- Analyzing works of fiction to see how events advance the plot and how setting shapes the characters
- Determining an author's point of view or purpose in a nonfiction work and analyzing how the author takes a position different from other authors
- Organizing and focusing his or her own writing, including supporting statements and conclusions with evidence and showing that the evidence is accurate and reliable
- Conducting research in response to a specific question by drawing on evidence from several credible literary or informational sources to support an analysis or reflection
- Avoiding plagiarism and following a standard format for citations (e.g., footnotes, bibliography)
- Evaluating a speaker's key points and reasoning, asking questions, and stating his or her own well supported ideas in discussions
- Presenting claims and findings to others emphasizing main points, making eye contact, speaking loudly enough, pronouncing words clearly, and using formal English when the situation calls for it
- Using common, grade-appropriate Greek or Latin affixes and roots as clues to defining the meaning of a word (e.g., semi-, semiannual, semicircle)

MATHEMATICS

- Understand ratio concepts and use ratio reasoning to solve problems
- 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
- Apply and extend previous understandings of arithmetic to algebraic expressions
- Reason about and solve one-variable equations
- Reason about one-variable inequalities
- Represent and analyze quantitative relationships between dependent and independent variables
- Solve real-world and mathematical problems involving area, surface area and volume
- Develop understanding of statistical variability
- Summarize and describe distributions

SCIENCE

Learners study natural and technological systems. The goals of this area are that students will:

- Understand properties waves and energy
- Structure and properties of matter
- Energy Transfer
- Build an understanding of geological cycles, forces, processes and agents which shape the lithosphere
- Build an understanding of the Solar System

SOCIAL STUDIES

Students in sixth grade will continue to expand the knowledge, skills, and understandings acquired in the fourth and fifth grade studies of North Carolina and the United States by connecting those studies to their first formal look at a study of the world. Sixth graders will focus heavily on the discipline of geography by using the themes of location, place, movement, human-environment interaction, and region to understand the emergence, expansion, and decline of civilizations and societies from the beginning of human existence to the Age of Exploration. Students will take a systematic look at the history and culture of various world regions including the development of economic, political and social systems through the lens of change and continuity. As students examine the various factors that shaped the development of civilizations, societies, and regions in the ancient world, they will examine both similarities and differences among these areas. A conscious effort should be made to integrate various civilizations, societies, and regions from every continent (Africa, Asia, Europe and the Americas). During this study, students will learn to recognize and interpret the "lessons of history;" those transferable understandings that are supported throughout time by recurring themes and issues. The standards are organized around five strands: history, geography and environmental literacy, economics and financial literacy, civics and governance and culture. The strands should not be taught in isolation, but woven together in an integrated study that helps understand the ancient world. Additionally, the course includes two types of essential standards – one that identifies the skills that students should master during the course of the year and another that identifies the knowledge and understandings. The skills should be taught within the context of applying knowledge and understandings to a study of the ancient world.

INFORMATION AND TECHNOLOGY

- Analyze resources for reliability, relevance, and point of view or bias
- Select appropriate technology tools to gather, organize, and present information
- Implement a research process both collaboratively as well as independently
- Apply ethical behavior and safety precautions when using online resources

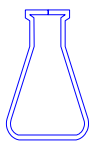
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HEALTHFUL LIVING

Students in the sixth grade will cover stress management, protecting self/others, relationships, puberty, nutrition/weight management, substance abuse, personal fitness, healthful lifestyles, diversity, social wellness, movement forms, fitness and sports literacy. Additional information about the healthful living curriculum is available at www.carteretcountyschools.org/healthfulliving.

Focus Areas for the Sixth Grade

- Decision making
- Assertive refusal and negotiation skills
- Manipulative skills that impact the quality of movement patterns
- Dietary guidelines
- Relationship between food consumption, physical activity levels and body weight
- Social and physical consequences of alcohol, tobacco and other drug use
- Appreciation of creative aspects of skilled performance in school, home and community
- Setting realistic physical activity goals and a plan to obtain them
- Resolving interpersonal conflicts in a non-combative way



7th Grade: What Will My Child Learn in Seventh Grade?

LANGUAGE ARTS: Reading and Writing

DPI Parent Guides <https://bit.ly/2OJy2sd>

- Citing several sources of specific evidence from a piece when offering an oral or written analysis of a book, essay, article, or play
- Analyzing works of fiction to see how events advance the plot and how setting shapes the characters
- Determining an author's point of view or purpose in a nonfiction work and analyzing how the author takes a position different from other authors
- Organizing and focusing his or her own writing, including supporting statements and conclusions with evidence and showing that the evidence is accurate and reliable
- Conducting research in response to a specific question by drawing on evidence from several credible literary or informational sources to support an analysis or reflection
- Avoiding plagiarism and following a standard format for citations (e.g., footnotes, bibliography)
- Evaluating a speaker's key points and reasoning, asking questions, and stating his or her own well supported ideas in discussions
- Presenting claims and findings to others emphasizing main points, making eye contact, speaking loudly enough, pronouncing words clearly, and using formal English when the situation calls for it
- Using common, grade-appropriate Greek or Latin affixes and roots as clues to defining the meaning of a word (e.g., semi-, semiannual, semicircle)

MATHEMATICS

- Analyze proportional relationships and use them to solve real-world and mathematical problems
- Apply and extend previous understandings of operations with fractions at add, subtract, multiply and divide rational numbers
- Use properties of operations to generate equivalent expressions
- Solve real-world and mathematical problems using numerical and algebraic expressions, equations, and inequalities
- Draw, construct, and describe geometrical figures and describe the relationships between them
- Solve real-world and mathematical problems involving angle measure, area, surface area, and volume
- Use random sampling to draw inferences about a population
- Make informal inferences to compare two populations
- Investigate chance processes and develop, use, and evaluate probability models

SCIENCE

Learners study the interactions and limits of natural and technological systems. Students will develop an understanding of:

- motion, forces, and the graphical representation of motion
- processes, structures and functions of living organisms
- the cycling of matter within the atmosphere
- patterns of inheritance

SOCIAL STUDIES

Students in seventh grade will continue to expand upon the knowledge, skills and understanding acquired in the sixth grade examination of early civilizations. Seventh graders study the world from the Age of Exploration to contemporary times in order to understand the implications of increased global interactions. The focus will remain on the discipline of geography by using the themes of location, place, movement, human-environmental interaction and region to understand modern societies and regions. This course will guide students through patterns of change and continuity with a focus on conflict and cooperation, economic development, population shifts, political thought and organization, cultural values and beliefs and the impact of environment over time. Through an investigation of the various factors that shaped the development of societies and regions in the modern world and global interactions, students will examine both similarities and differences. A conscious effort should be made to include an integrated study of various societies and regions from every continent (Africa, Asia, Europe, the Americas and Australia).

The standards are organized around five strands: history, geography and environmental literacy, economics and financial literacy, civics and governance and culture. The strands should not be taught in isolation, but woven together in an integrated study that helps understand the world in which we live.

Additionally, the course includes two types of essential standards – one that identifies the skills that students should master during the course of the year and another that identifies the knowledge and understandings. The skills should be taught within the context of applying knowledge and understandings to a study of the modern world.

INFORMATION AND TECHNOLOGY

- Evaluate resource reliability, relevance, and bias or intent depending on the curriculum topic
- Use appropriate technology tools and other resources to access and organize information, and to design products to share information with others
- Implement a group-selected, collaborative research process
- Implement a student-selected, independent research process
- Apply ethical behavior and safety precautions when using online resources

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HEALTHFUL LIVING

Focus Areas for Seventh Grade

- Stress management
- Basic first aid and injury prevention
- Healthy versus unhealthy relationships
- Weight management
- Social, emotional, physical and economic consequences of alcohol, tobacco and other drug use
- Stress management
- Reproductive health and safety education
- Additional information about the healthful living curriculum is available at www.carteretcountyschools.org/healthfulliving.

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8th Grade: What Will My Child Learn in Eighth Grade?

LANGUAGE ARTS: Reading and Writing

DPI Parent Guides <https://bit.ly/2OJy2sd>

- Citing the evidence that most strongly supports an analysis of what is explicitly stated and/or implied from a book, article, poem, or play
- Analyzing where materials on the same topic disagree on matters of fact, interpretation, or point of view choice,
- Learning how authors support their ideas through word sentence and paragraph structure, and other methods
- Building writing around strong central ideas or points of view; supporting the ideas with sound reasoning and evidence, precise word choices, smooth transitions, and different sentence structures
- Planning and conducting research projects that include several steps and use many credible and documented print and digital sources
- Analyzing the purpose of information presented in diverse media (e.g., print, TV, web) and evaluating its social, political, or commercial motives
- Presenting findings and claims to others, emphasizing key points with relevant evidence and sound reasoning, adapting speech to the audience and the formality of the setting, and responding to questions and comments with relevant observations and ideas
- Using strong, active verbs to create a clear picture for the reader (e.g., walk, skip, meander, lurch, limp)
- Interpreting figures of speech (e.g., irony, puns) and developing a large vocabulary of general academic words and phrases

MATHEMATICS

- Know that there are numbers that are not rational, and approximate them by rational numbers
- Work with radicals and integer exponents
- Analyze and solve linear equations and inequalities
- Analyze and solve pairs of simultaneous linear equations
- Define, evaluate, and compare functions
- Use functions to model relationships between quantities
- Understand congruence and similarity using physical models, transparencies, or geometry software
- Analyze angle relationships
- Understand and apply Pythagorean Theorem
- Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres
- Investigate patterns of association in bivariate data

SCIENCE

Learners will study the constancy and change of natural and technological systems. Students will develop an understanding of:

- Properties and Changes of matter

- Environmental Stewardship
- the Hydrosphere
- Ecosystems
- Agents of Disease

SOCIAL STUDIES

Historical study connects students to the enduring themes and issues of our past and equips them to meet the challenges they will face as citizens in a state, nation and interdependent world. This integrated study helps students understand and appreciate the legacy of our democratic republic and to develop skills needed to engage responsibly and intelligently as North Carolinians. This course will serve as a steppingstone for more intensive study in high school. Students in eighth grade will continue to build on the fourth and fifth grade introductions to North Carolina and the United States by embarking on a more rigorous study of the historical foundations and democratic principles that continue to shape our state and nation. Students will begin with a review of the major ideas and events preceding the foundation of North Carolina and the United States. The main focus of the course will be the critical events, personalities, issues, and developments in the state and nation from the Revolutionary Era to contemporary times. Inherent in this study is an analysis of the relationship of geography, events and people to the political economic, technological, and cultural developments that shaped our existence in North Carolina and the United States.

INFORMATION AND TECHNOLOGY

- Evaluate resource reliability, relevance, and bias or intent depending on the curriculum topic
- Use appropriate technology tools and other resources to access and organize information, and to design products to share information with others
- Implement a project-based activity collaboratively
- Implement a project-based activity independently
- Analyze ethical behavior and safety precautions when using online resources

HEALTHFUL LIVING

Students in the eighth grade will cover stress management, protecting self/others, relationships, reproductive health, nutrition/weight management, substance abuse, personal fitness, healthful lifestyles, diversity, social wellness, movement forms, fitness and sports literacy. Additional information about the healthful living curriculum is available at www.carteretcountyschools.org/healthfulliving.

Focus Areas for Eighth Grade

- Fads and relationship to health
- Heimlich maneuver and CPR
- Signs and symptoms of depression
- Eating disorders
- Performance enhancing drugs
- Effects of drugs and alcohol

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- Utilize technology to research personal wellness
- Advanced skill in team, individual or dual activities, including dance
- Performance enhancing drugs
- Developing healthy, effective interpersonal relationships

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High School Curriculum

ENGLISH/LANGUAGE ARTS READING

DPI Parent Guides <https://bit.ly/2OJy2sd>

- Understanding more from and making fuller use of written materials, including using a wider range of evidence to support an analysis
- Making more connections about how complex ideas interact and develop within a book, essay, or article
- Evaluating arguments and specific claims; assessing whether the reasoning is valid and the evidence is sufficient; and as appropriate, detecting inconsistencies and ambiguities
- Analyzing the meaning of foundational U.S. documents (the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights)

WRITING

- Making an argument that is logical, well-reasoned, and supported by evidence
- Writing a literary analysis, report, or summary that develops a central idea and a coherent focus and is well supported with relevant examples, facts, and details
- Conducting several research projects that address different aspects of the same topic, using more complex books, articles, and other sources

SPEAKING AND LISTENING

- Responding thoughtfully to diverse perspectives; synthesizing comments, claims, and evidence made on all sides of an issue; and resolving contradictions when possible
- Sharing research, findings, and evidence clearly and concisely
- Making strategic use of digital media (e.g., animations, video, websites, podcasts) to enhance understanding of findings and to add interest

LANGUAGE

- Determining or clarifying the meaning of words and phrases, choosing flexibly from multiple strategies, such as using context, Greek and Latin roots (e.g., bene as in benefactor or benevolent), patterns of words (conceive, conception, conceivable), and consulting specialized reference materials (e.g., dictionaries, glossaries, thesauruses)
- Interpreting figures of speech (e.g., hyperbole, paradox) in context and analyzing their role in the written materials

MATHEMATICS

Four units of mathematics are required for graduation: NC Math 1, NC Math 2, NC Math 3, and a fourth math course. NC Math 1, NC Math 2, and NC Math 3 are a sequence of

courses that build upon the foundation established in elementary and middle school. These courses develop mathematics across multiple categories, continue to promote diverse mathematical insight, and nurture differing strengths and talents.

NC Math 1 provides students the opportunity to study concepts of algebra, geometry, functions, number and operations, statistics and modeling throughout the course. These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties and interpreting categorical and quantitative data.

NC Math 2 continues a progression of the standards established in Math 1. In addition to these standards, Math 2 includes: polynomials, congruence and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences and justifying conclusions.

NC Math 3 progresses from the standards learned in Math 1 and Math 2. In addition to these standards, Math 3 extends to include algebraic concepts such as: the complex number systems, inverse functions, trigonometric functions and the unit circle. Math 3 also includes the geometric concepts of conics and circles.

The requirement for a fourth math course depends upon the student's after high school endeavors. For a complete list of the 2020-2021 Math Options Chart, click here:

https://files.nc.gov/dpi/documents/course_information/math-options-chart.pdf

SCIENCE

Three units of science are required for graduation: Biology, a Physical Science, and Earth/Environmental Science. Appropriate technology is used for instruction and assessment.

Biology - Biology is the study of life processes from the cellular to the multicellular level. Particular emphasis is placed on man and his relationship with the environment through laboratory experiments and research. This course is required for graduation. Students are required to take a State End-of-Course test. In this course students will develop an understanding of:

- continuity of life and the changes of organisms over time;
- the unity and diversity of life;
- ecological relationships among organisms; and
- the behavior of organisms, resulting from a combination of heredity and environment.

Physical Science - Physical Science is the introduction to chemistry and physics explaining the concepts and principles of matter and energy. Students will demonstrate a basic knowledge of the physical sciences, of the scientific method of problem solving, and of laboratory procedures, equipment, and safety. Students are required to take a State Common Exam.

In this course students will:

- understand the relevance of current topics in physical science;

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- understand sound, light, and heat;
- understand basic principles of chemistry;
- develop an understanding of electricity and magnetism; and
- develop an understanding of energy.

Chemistry – Chemistry includes the study of matter, energy and the interactions between each. Laboratory experiences will be a major part of these explorations. Students are required to take a State Common Exam.

In this course students will:

- Analyze the structure of atoms and ions;
- Understand physical and chemical properties of atoms;
- Understand relationships among pressure, temperature, volume and phase;
- Analyze chemical reactions, rate of reaction, and chemical equilibrium; and
- Understand solutions and the solution process.

Physics – Physics includes the study of forces, motion, electricity and magnetism. Students will demonstrate advanced knowledge of these topics through the use of laboratory experiences. Students are required to take a State Common Exam.

In this course students will:

- Analyze the motion of objects;
- Analyze systems of forces and their interaction with matter;
- Understand the concepts of work, energy and power, as well as, the relationship among them;
- Analyze the behavior of waves;
- Analyze the nature of moving charges and electric currents; and
- Explain the concept of magnetism.

Earth/Environmental Science

The Earth/Environmental Science curriculum focuses on the function of the earth's systems. Emphasis is placed on matter, energy, crystal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth system. Students are required to take a State Common Exam.

In this course students will:

- Explain the Earth's role as a body in space;
- Explain how processes and forces affect the lithosphere;
- Understand how human influences impact the lithosphere and hydrosphere;
- Understand the structure of and processes within our hydrosphere and atmosphere; and
- Evaluate human behaviors in terms of how likely they are to ensure the ability to live sustainably on Earth.

SOCIAL STUDIES

Four units are required for graduation:

World History, American History: The Founding Principals, Civics and Economics, American History I and American History II.

*High school Social Studies requirements are currently under review.

World History – The World History course will address six periods in the study of World History, with a key focus of study from the mid-15th century to present. The standards of this course are grouped in a way that reflects accepted periodization by historians. The learning standards of this course have been written to focus around a basic core of chronologically-organized periods and events in history in order to have a set of learning standards that can be reasonably taught and learned with some depth and not just memorization of facts, within the time available for classroom instruction.

However, local districts and teachers are encouraged to elaborate on what is included here, to add topics that they feel are important, and to organize material into Concept-Based Units of study.

American History – The Founding Principals, Civics and

Economics - Through the study of Civics and Economics, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will need a practical understanding of these systems of civics and economics that affect their lives as consumers and citizens. Furthermore, this course serves as a foundation for United States History. It is recommended that this tenth grade course, Civics and Economics, directly precede the 11th grade United States History survey course to maintain continuity and build historical perspective.

As informed decision-makers, students will apply acquired knowledge to real life experiences. When studying the legal and political systems, students will become aware of their rights and responsibilities and put this information into practice. The economic, legal and political systems are balanced for presentation and, like other social studies subjects, this course lends itself to interdisciplinary teaching. The goals and objectives are drawn from disciplines of political science, history, economics, geography and jurisprudence.

American History I

This course will begin with the European exploration of the new world through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. American History I will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

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American History II

This course will guide students from the late nineteenth century time period through the early 21st century. Students will examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of American History II will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on the United States in an interconnected world.

HEALTH/PHYSICAL EDUCATION

Health/Physical Education I will be taken by ninth grade students. This course has as its foundation learning experiences that are designed to help each individual develop proactive health promotion behaviors. This course is required for graduation. Additional information about the healthful living curriculum is available at www.carteretcountyschools.org/healthfulliving.

ELECTIVES

Students may select from a variety of electives to fulfill graduation requirements. Courses offered include: foreign language - French, Latin, and Spanish; cultural arts - band, choral music, art; Career and Technical Education - agriculture, business, finance and IT, family and consumer science, marketing and entrepreneurship, health science, Project Lead the Way (PLTW), trade and industrial education and career development; career and college promise courses; and Advanced Placement courses. Elective courses are also offered in all academic content areas. Fourteen units of electives are required for graduation. College/University Prep students must take a minimum 2 units of foreign language.

HIGH SCHOOL GRADUATION REQUIREMENTS

These requirements are listed on the Carteret County Public School's website at www.carteretcountyschools.org and the North Carolina Department of Public Instruction at www.ncpublicschools.org/curriculum/graduation/.

