



# UCPS

UNION COUNTY PUBLIC SCHOOLS

2017-2018

# Goals and Objectives K-2

GRADE LEVELS

[www.ucps.k12.nc.us](http://www.ucps.k12.nc.us)



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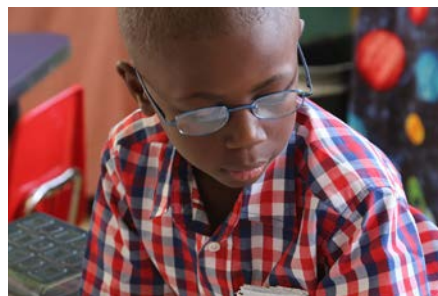
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# PARENTS

## ***Dear Parents and Union County Public School Families:***


We look forward to being a part of your child's educational success. We also want to remind you that, your child's academic progress is dependent upon parents, teachers, school staff, and most importantly, your child, all working together.

This booklet serves as a roadmap for you by outlining the pertinent goals and objectives that tell you what your child should know and be able to do at his/her grade level. Curriculum will focus on the goals and objectives as outlined in the Common Core State Standards and the North Carolina Essential Standards.

Daily instruction, homework, assigned reading projects and writing should reflect the student's progress toward the achievement of stated goals and objectives. Work samples provide you and your child with "evidence" of progress toward the predetermined goals. End-of-grade testing at designated grade levels will also verify student achievement.

Additional information concerning the curriculum and special programs provided at your child's school is available from the school staff. If you have questions regarding your child's education, contact your child's teacher. If the issue/question is not resolved at that level, please contact the school principal.

Thank you for your support in helping fulfill the UCPS mission of Preparing All Students to Succeed.



**Dr. John Jones**

Assistant Superintendent  
of Teaching and Learning



**Dr. Cindy Croffut**

Director for Elementary Education



In UCPS, we consider literacy to be core to preparing students to meet the challenges of college, career, and citizenship in the 21st century.

Literacy is far more than basic reading. Literacy involves being able to read, write, speak and think at high levels as specific contexts demand.

Research shows that if students do not become successful readers by the end of third grade, it is difficult for them to catch up with their peers in later years. Knowing that reading is essential to student success, Union County Public Schools has developed a district plan to focus its efforts on K-3 literacy to prevent student reading failure.

Beginning the 2017-2018 school-year, Union County Public Schools will implement a new “Literacy for U” initiative. This K-3 literacy framework focuses on five areas—read aloud, guided reading, independent reading, word study/phonics, and responsive writing. The new initiative also calls for a significant effort to establish a community-based mentor reading program called “Read with U”. This program will connect volunteers with students to serve as reading buddies for at least 30 minutes per week.

It is the goal of Union County Public schools to develop confident, proficient, and strategic readers by the end of third grade in order to prepare all students for college and/or career success.

# Kindergarten



In Kindergarten, instructional time should focus on 3 critical areas: (1) counting and cardinality includes knowing numbers names, counting sequence and, comparing numbers; (2) operations and algebraic thinking involves understanding addition as putting together and adding to, and understanding subtraction as taking apart and taking from (3) Number Operations in Base Ten: Working with numbers 11-19 to gain foundations for place value.

The mathematics curriculum is organized into the following five domains.

1. Counting and cardinality
  - a. Know number names and the count sequence
  - b. Count to tell the number of objects
  - c. Compare numbers
2. Operations and algebraic thinking
  - a. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from
3. Number and operations in base ten
  - a. Work with numbers 11-19 to gain foundations for place value
4. Measurement and data
  - a. Describe and compare measurable attributes
  - b. Classify objects and count the number of objects in each category
5. Geometry
  - a. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres)
  - b. Analyze, compare, create and compose shapes

The practices and domains will remain the same for students in grades K-2. Each domain will grow in complexity from one grade level to another. All mathematics are taught within the context of conceptual understanding which means that students can explain their thinking.

# Social Studies

Students in kindergarten through second grade will develop a foundation for the Social Studies curriculum in these early years. They will explore aspects of self, others, families, and communities; locally, in the nation, and across the world. Once they have become acquainted with their classmates and are introduced to the diverse cultures present in their schools, their neighborhoods, and communities, students will begin to recognize the similarities and differences among all people. They will learn basic economic concepts by thinking about their own wants and needs. Students will develop their understanding of their role as citizens and the role of other citizens in their own community and in the world. Kindergarten through second grade students will use basic maps and globes, learning to identify specific locations, types of landforms, and water features. They will learn about the environment; how we use it, adapt to or make changes to it. Students will begin to think like historians, as they develop their understanding of change by looking at the past and the present. They will be introduced to important people and the historic contributions they have made, as well as looking closely at why certain events and people are celebrated through national holidays

## ***Kindergarten Focus***

### **History:**

Understand change over time.

### **Geography and Environmental Literacy:**

Use geographic representations and terms to describe surroundings.

Understand the interaction between humans and the environment.

### **Economics and Financial Literacy:**

Understand basic economic concepts.

### **Civics and Governance:**

Understand the roles of a citizen.

### **Culture:**

Understand how individuals are similar and different.







## Goal:

All Union County students will

1. develop an understanding of the nature of science through hands-on experiences;
2. develop and use science process skills;
3. develop and use science manipulative skills;
4. develop a positive attitude toward science and its application to society; and
5. use scientific investigation to learn science concepts.

## Focus:

*All students develop simple skills of observation, measurement and number sense as they actively participate in simple investigations. During the investigations, students have ample time to talk about their observations and compare their observations with those of others. Students are also encouraged to employ oral language, drawings and models to communicate results and explanations of investigations and experiments.*

## Scientific Practices:

1. Asking questions
2. Developing and using models
3. Carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations
7. Obtaining, evaluating, and communicating information

## Attitudes Toward Science:

- Learning and experiencing science
- Natural resources

## Manipulative skills:

- Safety
- Choose, use and care for equipment
- Care for living organisms

## Science Concepts:

**Physical Science:** Force and Motion/ Matter Properties and Change

- Understand the positions and motions of objects and organisms observed in the environment.
- Understand how objects are described based on their physical properties and how they are used.

**Earth Science:** Earth Systems, Structures and Processes

- Understand change and observable patterns of weather that occur from day to day and throughout the year

**Life Science:** Structures and Functions of Living Organism

- Compare characteristics of animals that make them alike and different from other animals and nonliving things.

# Reading

Kindergarten children begin to realize that print conveys meaning. They show preferences for particular books and join in to “read” a refrain in predictable books. They naturally memorize some of their favorite books and respond to literature through discussion, art and drama. They are curious about the print that is all around them and are beginning to find out some of its secrets. Kindergarten students are offered many opportunities to read daily.

## **Reading Comprehension:**

- Understands that print conveys meaning
- Discusses meaning of stories
- Responds to books through speaking, art, drama and projects
- Retells details, events and ideas from stories
- Retells details from informational texts
- Reads environmental print (restaurant signs, road signs. . .)
- Follows pictorial directions
- Demonstrates sense of story
- Begins to read predictable pattern books
- Identifies front cover, back cover, and title page of a book
- Shows understanding of the role of author and illustrator of a text

## **Characteristics of a Reader:**

- Perceives self as reader
- Begins to read text at the emergent level
- Participates/listens during reading situations
- Has a variety of favorite books, poems, rhymes and songs
- Chooses books during choice time
- Talks about books and stories
- Uses new vocabulary and language learned through reading and writing in speech
- Uses book language while pretending to read  
(Once upon a time ... the end)
- Reads for enjoyment

*- continued*



# Reading

## **Phonemics Awareness/Phonics/**

### **Decoding Skills:**

- Understands that letters represent sounds
- Understands that spoken language consists of sounds that can be identified
- Recognizes most beginning consonant letter-sound associations in one-syllable words
- Begins to blend letter-sounds into one-syllable words
- Recognizes names and sounds of upper and lower case letters
- Recognizes and produces rhyming words

## **Reading Strategies: Uses strategies to gain control of print**

### **Knows the front/back of a book**

- Turns pages correctly
- Knows that print is read left to right and top to bottom
- Points to words one-to-one as teacher reads
- Knows concepts of word and letter
- Knows where to begin reading
- Knows letters in own name and letters in environment
- Recognizes some words by sight
- Uses pictures for meaning



# Writing

Kindergarten students are becoming aware of the purpose of written language in the environment. They write their own names and use a mixture of drawings, random letters and words. Since they perceive themselves as writers, they choose to write as a choice-time activity. Writing goes hand-in-hand with reading. Learning to write letters from left to right reinforces the skills students are learning in their reading curriculum.

## **Writing Process:**

- Uses strategies to gain control of print
- “Reads,” understands and explains own writing
- Writes left to right and top to bottom
- Uses letters of own name in writing
- Writes signs, letters and symbols from environment
- Uses letter-sound knowledge (phonics) to spell unknown words

## **Writing Products:**

- Writes personal stories, informational texts, and opinion pieces
- Writes own name
- Uses drawings and writing to support ideas
- Retells stories using pictures and print
- Communicates thoughts and ideas through writing
- Writes/draws signs, labels and notes to record ideas
- Labels items in drawings.

## **Characteristics of a Writer:**

- Prefers a particular piece of writing or story
- Contributes to group stories
- Writes during choice time
- Sees self as a writer
- Writes to convey meaning
- Has knowledge of difference between pictures and print
- Writes to express ideas and opinions
- Writes to share knowledge





# 1st Grade



In Grade 1, instructional time should focus on four critical areas:

(1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

The mathematics curriculum is organized into the following four domains.

1. Operations and algebraic thinking
  - a. Represent and solve problems involving addition and subtraction
  - b. Understand and apply properties of operations and the relationship between addition and subtraction
  - c. Add and subtract within 20
  - d. Work with addition and subtraction equations
2. Number and operations in base ten
  - a. Extend the counting sequence
  - b. Understand place value
  - c. Use place value understanding and properties of operations to add and subtract
3. Measurement and data
  - a. Measure lengths indirectly and by iterating length units
  - b. Tell and write time
  - c. Represent and interpret data
4. Geometry
  - a. Reason with shapes and their attributes

The practices and domains will remain the same for students in grades 1-2. Each domain will grow in complexity from one grade level to another. All mathematics are taught within the context of conceptual understanding which means that students can explain their thinking.

# Social Studies

Students in kindergarten through second grade will develop a foundation for the Social Studies curriculum in these early years. They will explore aspects of self, others, families, and communities; locally, in the nation, and across the world. Once they have become acquainted with their classmates and are introduced to the diverse cultures present in their schools, their neighborhoods, and communities, students will begin to recognize the similarities and differences among all people. They will learn basic economic concepts by thinking about their own wants and needs. Students will develop their understanding of their role as citizens and the role of other citizens in their own community and in the world. Kindergarten through second grade students will use basic maps and globes, learning to identify specific locations, types of landforms, and water features. They will learn about the environment; how we use it, adapt to or make changes to it. Students will begin to think like historians, as they develop their understanding of change by looking at the past and the present. They will be introduced to important people and the historic contributions they have made, as well as looking closely at why certain events and people are celebrated through national holidays.

## ***First Grade Focus***

### **History:**

Understand that history tells a story of how people and events changed society over time.

### **Geography and Environmental Literacy:**

Use geographic representations, terms, and technologies to understand their surroundings.

Understand how humans and the environment interact in the local community.

### **Economics and Financial Literacy:**

Understand basic economic concepts.

### **Civics and Governance:**

Understand the importance of rules.

### **Culture:**

Understand the diversity of people in the local community.



**IT'S GOOD**



**Goal:** *All Union County students will:*

1. develop an understanding of the nature of science through hands-on experiences;
2. develop and use science process skills;
3. develop and use science manipulative skills;
4. develop a positive attitude toward science and its application to society; and
5. use scientific investigation to learn science concepts.

**Focus :**

*All students develop simple skills of observation, measurement and number sense as they actively participate in simple investigations. During the investigations, students have ample time to talk about their observations and compare their observations with those of others. Students are also encouraged to employ oral language, drawings and models to communicate results and explanations of investigations and experiments.*

**Scientific Practices:**

1. Asking questions
2. Developing and using models
3. Carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations
7. Obtaining, evaluating, and communicating information

**Manipulative Skills**

- Safety
- Choose, use and care for equipment
- Care for living organisms

**Attitudes Toward Science**

- Learning and experiencing science
- Natural resources

**Science Concepts**

**Physical Science:** Force and Motion

- Understand how forces (pushes or pulls) affect the motion of an object.

**Earth Science:** Earth in the Universe/ Earth Systems, Structures & Processes

- Recognize the features and patterns of the earth/moon/sun system as observed from Earth.
- Understand the physical properties of Earth materials that make them useful in different ways.

**Life Science:** Ecosystems/Genetics

- Understand characteristics of various environments and ways humans protect their environment.
- Summarize the needs of living organisms for energy and growth.

# Reading

First graders want to read, listen to and talk about a wide range of books, including picture books, poems, short chapter books, and short informational texts. They are able to predict, sequence and summarize story events. They can share information learned through reading. They expect the text to make sense, and if necessary, they make a second attempt and reread. These students talk about themselves as readers.

## **Reading Comprehension:**

- Reads picture books, poems, short chapter books and informational text.
- Predicts story events.
- Identifies main idea and details.
- Retells story events in sequence.
- Interprets, classifies and organizes information from text.
- Draws from prior knowledge.
- Uses prior knowledge to make sense of text.
- Describes characters, using key details and illustrations.
- Identifies who is telling the story in texts.
- Compares and contrasts the experiences of characters in stories.
- Knows and uses text features to locate information in text.
- Compares and contrasts information in two texts on the same topic.

## **Characteristics of a Reader:**

- Expects text to make sense
- Selects books for own reading
- Talks about self as a reader
- Reads with expression
- Relates reading to personal experience
- Reads for information
- Reads for enjoyment

## **Phonemic Awareness/Phonics/ Decoding Skills:**

- Knows and applies grade-level phonics and word analysis skills in decoding words
- Separates/blends the sounds from one-syllable words
- Changes the beginning, middle and ending sounds to produce new words
- Counts the syllables in a word
- Uses phonics to decode regular one-syllable words

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## Reading Strategies:

- Uses pictures for meaning
- Predicts words by beginning sounds, ending sounds, and letter clusters
- Predicts and checks for meaning
- Uses a variety of strategies to solve unknown words
- Rereads to check predictions for accuracy
- Uses commas, punctuation and quotation marks to read fluently
- Has a purpose for reading
- Recognizes many common words to aid fluency and comprehension



# Writing

First graders write to tell about an experience, to tell a story, to describe or explain, and to persuade. They use phonetic or “temporary” spelling as a strategy, but are growing in their knowledge of standard spelling.

## **Writing Process:**

- Uses strategies for planning a story
- Uses prewriting strategies with teacher direction (example: drawing, brainstorming or listing ideas)
- Revises writing
- Expands on a story, poem or informational text
- Experiments with sentence patterns

## **Written Products:**

- Writes lists, captions, signs, notes and letters
- Writes about an experience
- Uses words/pictures to express ideas
- Draws and writes to record ideas/observations
- Writes to persuade or give an opinion.
- Writes to share information
- Writes poems

## **Characteristics of a Writer:**

- Shares writing
- Responds to others’ writing
- Writes in a variety of ways: personal stories, informational, poetry, etc.
- Selects writing for publishing

## **Conventions and Mechanics:**

- Uses phonics (temporary spelling) to spell unknown words
- Uses upper and lower case letters correctly
- Uses capital letters with proper nouns, I, and the first word in a sentence
- Writes legibly with recognizable words
- Uses words from the environment (classroom)
- Creates several sentences on one topic
- Spells some of the most common words correctly



# 2nd Grade



In Grade 2, instructional time should focus on four critical areas:

- (1) extending understanding of base-ten notation;
- (2) building fluency with addition and subtraction;
- (3) using standard units of measure; and
- (4) describing and analyzing shapes.

The mathematics curriculum is organized into the following five domains.

1. Operations and algebraic thinking
  - a. Represent and solve problems involving addition and subtraction
  - b. Add and subtract within 20
  - c. Work with equal groups of objects to gain foundations for multiplication
2. Number and operations in base ten
  - a. Understand place value
  - b. Use place value understanding and properties of operations to add and subtract
3. Measurement and data
  - a. Measure and estimate lengths in standard units
  - b. Relate addition and subtraction to length
  - c. Work with time and money
  - d. Represent and interpret data
4. Geometry
  - a. Reason with shapes and their attributes

The practices and domains will remain the same for students in grades 1-2. Each domain will grow in complexity from one grade level to another. All mathematics are taught within the context of conceptual understanding which means that students can explain their thinking.

# Social Studies

Students in kindergarten through second grade will develop a foundation for the Social Studies curriculum in these early years. They will explore aspects of self, others, families, and communities; locally, in the nation, and across the world. Once they have become acquainted with their classmates and are introduced to the diverse cultures present in their schools, their neighborhoods, and communities, students will begin to recognize the similarities and differences among all people. They will learn basic economic concepts by thinking about their own wants and needs. Students will develop their understanding of their role as citizens and the role of other citizens in their own community and in the world. Kindergarten through second grade students will use basic maps and globes, learning to identify specific locations, types of landforms, and water features. They will learn about the environment; how we use it, adapt to or make changes to it. Students will begin to think like historians, as they develop their understanding of change by looking at the past and the present. They will be introduced to important people and the historic contributions they have made, as well as looking closely at why certain events and people are celebrated through national holidays.

## ***Second Grade Focus***

### **History:**

Understand how various sources provide information about the past.

### **Geography and Environmental Literacy:**

Use geographic representations, terms, and technologies to understand their surroundings. Understand the effect of humans interacting with the environment.

### **Economics and Financial Literacy:**

Understand basic economic concepts.

### **Civics and Governance:**

Understand the purpose of governments.

### **Culture:**

Understand how various cultures influence communities.







**Goal:**

All Union County students will:

1. develop an understanding of the nature of science through hands-on experiences;
2. develop and use science process skills;
3. develop and use science manipulative skills;
4. develop a positive attitude toward science and its application to society; and
5. use scientific investigation to learn science concepts.

**Focus:**

*All students develop simple skills of observation, measurement and number sense as they actively participate in simple investigations. During the investigations, students have ample time to talk about their observations and compare their observations with those of others. Students are also encouraged to employ oral language, drawings and models to communicate results and explanations of investigations and experiments.*

**Scientific Practices:**

- Asking questions
- Developing and using models
- Carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations
- Obtaining, evaluating, and communicating information

**Attitudes Toward Science:**

- Learning and experiencing science
- Natural resources
- Scientific inquiry

**Manipulative skills:**

- Safety
- Choose and assemble equipment
- Use science equipment and material appropriately
- Care for equipment and materials

**Science Concepts:**

**Physical Science:** Force and Motion/ Matter: Properties and Change

- Understand the relationship between sound and vibrating objects.
- Understand properties of solids and liquids and the changes they undergo.

**Earth Science:** Earth Systems, Structures & Processes

- Understand patterns of weather and factors that affect weather.

**Life Science:** Structures and Functions of Living Organisms/ Genetics

- Understand animal life cycles.
- Remember that organisms differ from or are similar to their parents based on the characteristics of the organism.

# Reading

Second graders want to read, listen to and talk about a wide range of books, including chapter books, informational books and poems. These students expect what they read to make sense. They absorb language and ideas as they read. At this stage, they are skillful and confident in using word attack skills to make predictions about words and meaning. They are beginning to read silently and independently for extended periods of time.

## **Reading Comprehension:**

- Reads picture, chapter and informational books with fluency and understanding
- Recalls characters, events, setting, problem and solution
- Expresses opinion on reading selections
- Identifies relationships between characters
- Makes inferences, draws conclusions and recalls important ideas
- Compares reality and fantasy
- Recognizes cause and effect relationships
- Sees author's humor
- Confirms and extends predictions
- Compares information across text
- Identifies the narrator
- Begins to develop "favorites" – favorite topics, favorite authors, favorite books
- Identifies key details in text
- Determines the central theme or message in stories.
- Describes how characters respond to events and challenges
- Describes how words and phrases give rhythm and meaning to stories and poems

## **Characteristics of a Reader:**

- Appreciates various forms of literature and informational text
- Has reading preferences
- Responds to text in a variety of ways
- Chooses to read during free time
- Reads silently for extended periods of time

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A World Map

**CAMILLA CREAM LOVES LIMA BEANS**

But she never eats them. Why? Because the other kids in her class don't like them. And Camilla Cream is very, very worried about what other people think of her. In fact, she's so worried that she's about to break out in... a bad case of stripes!

Let the Scholastic Bookshelf be your guide through the whole range of your child's experiences — laugh with them, learn with them, read with them!

**SCHOLASTIC BOOKSHELF**  
HELPING YOU GUIDE YOUR CHILD'S READING FUTURE

| FEELINGS    | MATH SKILLS | FAMILY |
|-------------|-------------|--------|
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| NON-FICTION | BIOGRAPHY   |        |
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**Phonics/Decoding Skills:**

- Uses phonics to decode unknown regular multi-syllable words
- Reads most high frequency and many irregularly spelled words with fluency and comprehension

**Reading Strategies:**

- Uses a variety of word attack skills independently
- Experiments with words to see what makes sense
- Tries again if words do not sound right or make sense
- Reads on to check predictions
- Looks for familiar parts inside larger unknown words
- Reads independently for extended periods of time
- Asks how...? why...? and what if...? questions after reading
- Reads with sufficient accuracy and fluency to comprehend texts



# Writing

Second-grade students write for pleasure, for recording observations and experiences and for conveying information. They write with increasing stamina, volume, and complexity. Their writing has a clear purpose, with some detail, and with a sense of story. They understand that text can be changed and are beginning to revise and edit. They use more standard spelling than “temporary” phonetic spelling.

## **Writing Process:**

- Has a beginning, middle and end
- Uses more standard spelling than “temporary” in final draft
- Checks written work by reading it aloud
- Uses strategies for planning a story
- Adds details during revision
- Edits for capitalization and end punctuation
- Incorporates elements of story in writing (characters, setting, events)

## **Written Products:**

- Uses detail in narrative, informational, and persuasive writing.
- Produces writing and artwork to go with text and personal experiences
- Writes for a variety of purposes and audiences (notes, letters and invitations, etc.)
- Uses writing to record thinking and express ideas across the curriculum
- Produces a variety of pieces: personal stories, informational, poetry, etc.

## **Characteristics of a Writer:**

- Writes for a variety of purposes
- Writes for pleasure
- Writes about personal experiences (narrative writing), creative stories and skits
- Sees the need for revising and editing
- Writes informational reports on topics of interest

## **Conventions and Mechanics:**

- Spells correctly in own writing all previously studied words
- Represents with appropriate letters all the sounds heard in a word
- Uses standard spelling with increasing success
- Edits for capitalization and end punctuation





### **Grading Codes for Subject Areas**

4 - Exceeds grade level expectations

3 - Meets grade level expectations

2 - Work is nearing grade level, but still below expectations

1 - Work is consistently below grade level expectations



# UCPS

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