

UCPS

UNION COUNTY PUBLIC SCHOOLS



2019-2020

Goals and Objectives

3-5

GRADE LEVELS

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UCPS
UNION COUNTY PUBLIC SCHOOLS

Table of Contents

Letter of Introduction 4

Literacy 4U 5

Grade Levels

Third Grade 6

Math 7

Writing 8

Social Studies 10

Science 13

Reading 14



Fourth Grade 16

Math 17

Writing 18

Social Studies 20

Science 23

Reading 26



Fifth Grade 28

Math 29

Writing 30

Social Studies 32

Science 37

Reading 38



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.

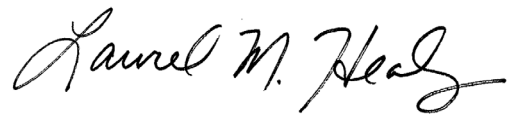
Additional information concerning the curriculum and special programs provided at your child's school is available from the school staff. If you have questions regarding your child's education, contact your child's teacher. If the issue/question is not resolved at that level, please contact the school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

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



Dr. William Breedlove

Chief Academic Officer



Dr. Laurel Healy

Director of K12 Curriculum and Instruction



LITERACY FOR U

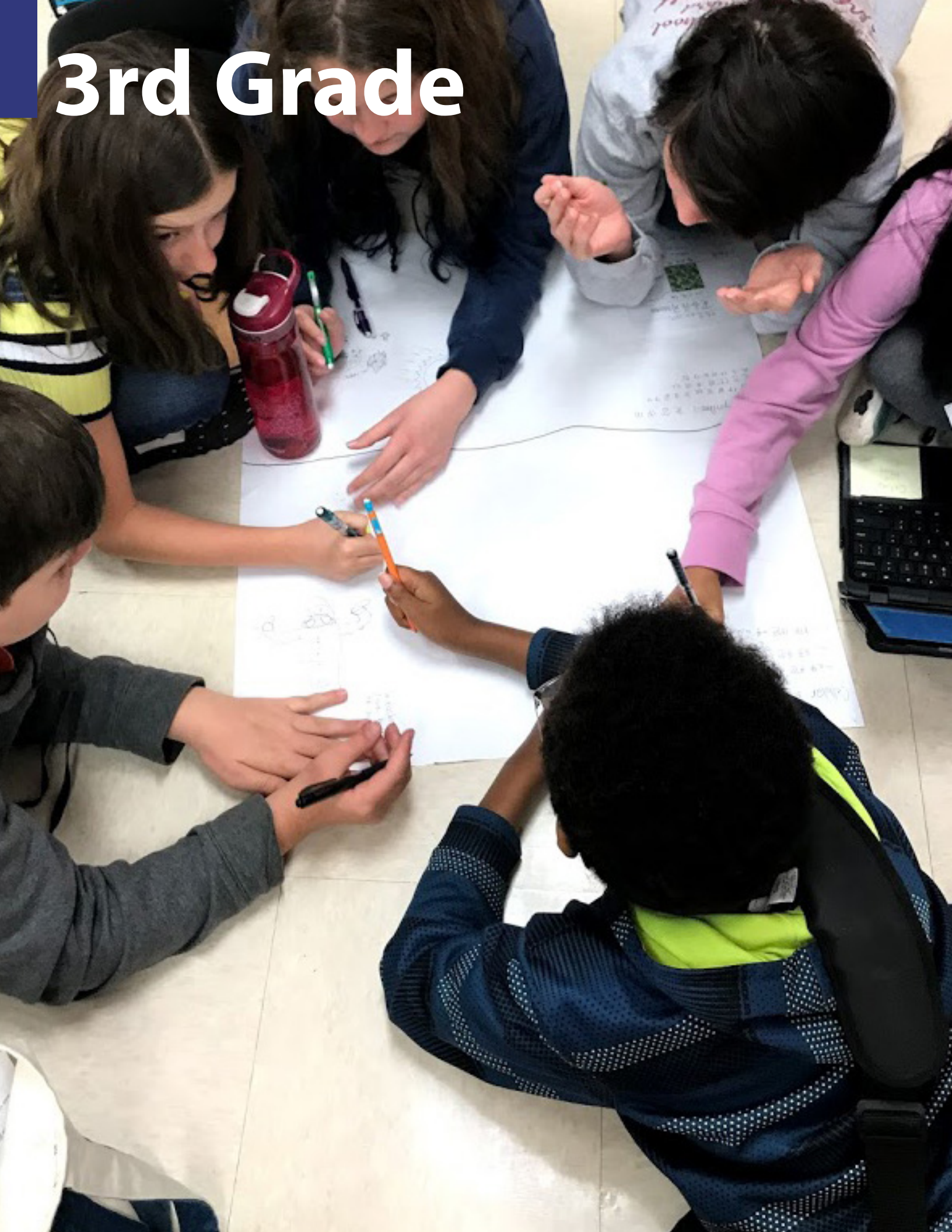
In UCPS, we consider literacy to be core to preparing students to meet the challenges of college, career, and citizenship in the 21st century.

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.



3rd Grade

The mathematics curriculum is organized into the following five domains:

- Operations and Algebraic Thinking
- Number and Operation in Base Ten
- Number and Operations – Fractions
- Measurement and Data
- Geometry

Focus

1. *Developing understanding of multiplication and division and strategies for multiplication and division within 100.*
2. *Developing understanding of fractions, especially unit fractions (fractions with numerator 1)*
3. *Developing understanding of the structure of rectangular arrays and of area*
4. *Describing and analyzing two-dimensional shapes.*

The Math Essential Standards for all third grade students are as follows:

- 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 involving measurement.
- Represent and interpret data.
- Understand the concept of area.
- Understand the concept of perimeter.
- Reason with shapes and their attributes.

Writing

Third graders write for a variety of purposes. They can support their ideas with references to their reading. They use a variety of prewriting activities, revise their writing by adding details and recognize incorrect spelling.

Composing Process:

- Spells correctly most of the time
- Uses punctuation correctly
- Self-assesses own writing
- Uses paragraphs to organize on one topic
- Uses prewriting activities independently (brainstorming, webbing or listing ideas)
- Revises by adding and/or deleting for elaboration/ clarification
- Edits for incorrect spelling, mechanics and grammar
- Experiments with word order in sentences
- Uses order and time in writing
- Critiques a variety of reading selections in reading log/journals
- Maintains a writing portfolio
- Uses vocabulary, ideas, themes and language structure from books in own writing

Characteristics of a Writer:

- Uses original word choices
- Uses excitement, humor and suspense in word choices
- Creates characters and events from personal environment
- Responds to literature, informational and practical texts and writes to support ideas with reference to evidence presented in text
- Writes for pleasure
- Writes for extended periods of time
- Describes feelings and experiences in narrative writing
- Records in learning log
- Demonstrates voice, sense of audience and purpose

Composing Products:

- Includes characters, setting, problem and solution in story writing
- Identifies main idea, lesson or moral in writing
- Writes a variety of literary information and practical texts (fairy tales, poetry, recipes, news articles, interviews, etc.)
- Writes to support ideas in text



Social Studies

In third grade, students will build upon what they have learned in previous grades to deepen their understanding of communities; how they are often linked by cultural, economic, historic, political, and geographic factors. Students will recognize that American life is affected by geographic location, the environment, use of natural resources, and the diverse ethnic origins and traditions of its people.

Third grade students will understand the importance of being a citizen, and will identify the contributions of citizens in the local community. They will continue to think like historians, and ask questions that historians ask. Through the use of primary and secondary sources, students will learn about the role of individuals in shaping history. They will explore changes in communities and regions over time.

History:

Understand how events, individuals and ideas have influenced the history of local and regional communities.

Use historical thinking skills to understand events, people, and places.

Geography and Environmental Literacy:

Understand the 5 themes of geography: location, place, human-environment interaction, movement, regions.

Economics and Financial Literacy:

Understand how the location of regions affects a market economy.

Understand entrepreneurship in a market economy.

Civics and Governance:

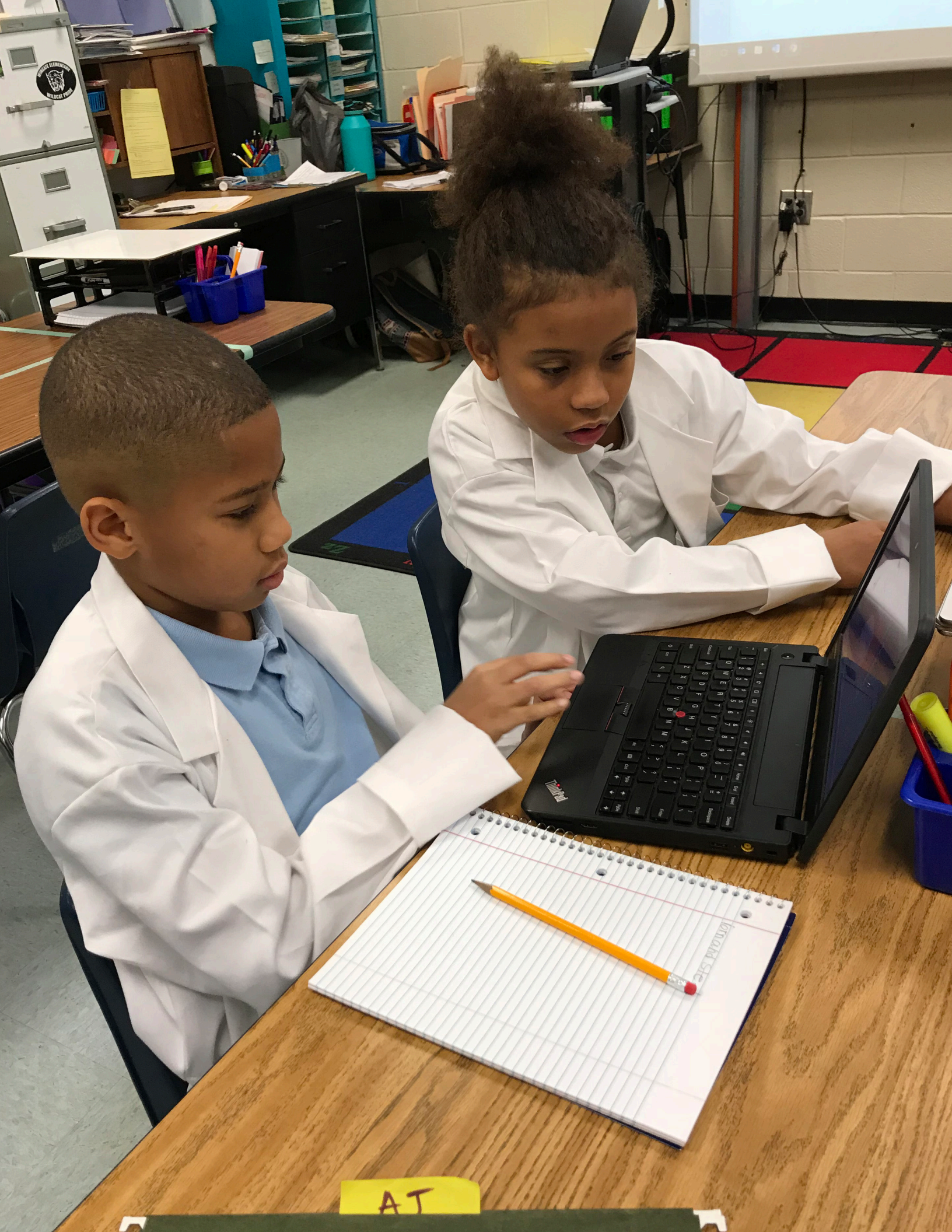
Understand the development, structure, and function of local government.

Understand how citizens participate in their communities.

Culture:

Understand how diverse cultures are visible in local and regional communities.





AT

Goal : All Union County students will

1. develop an understanding of the nature of science via 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 are encouraged to make more careful observations and measure things with increasing accuracy. The hands-on investigations allow students to recognize patterns in data and use data to create reasonable explanations of results their experiment or investigation. Students are also encouraged to employ more sophisticated language, drawings, models, charts and graphs to communicate results and explanations.

Scientific Practices:

1. Asking questions
2. Developing and using models
3. Planning and 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, construct and assemble equipment
- Care for equipment and materials
- Handle and care for living organisms
- Use materials and equipment

Attitudes Toward Science

- Learning and experiencing science
- Natural resources
- Scientific inquiry

Science Concepts

Physical Science: Force and Motion/ Matter Properties and Change/ Energy Conservation and Transfer

- Understand motion and factors that affect motion.
- Understand the structure and properties of matter before and after they undergo a change.
- Recognize how energy can be transferred from one object to another.

Earth Science: Earth in the Universe

- Recognize the major components and patterns observed in the earth/ moon/sun system.

Life Science: Structures & Functions of Living Organisms/Ecosystems

- Understand human body systems and how they are essential for life: protection, movement and support.
- Understand how plants survive in their environments.

Reading

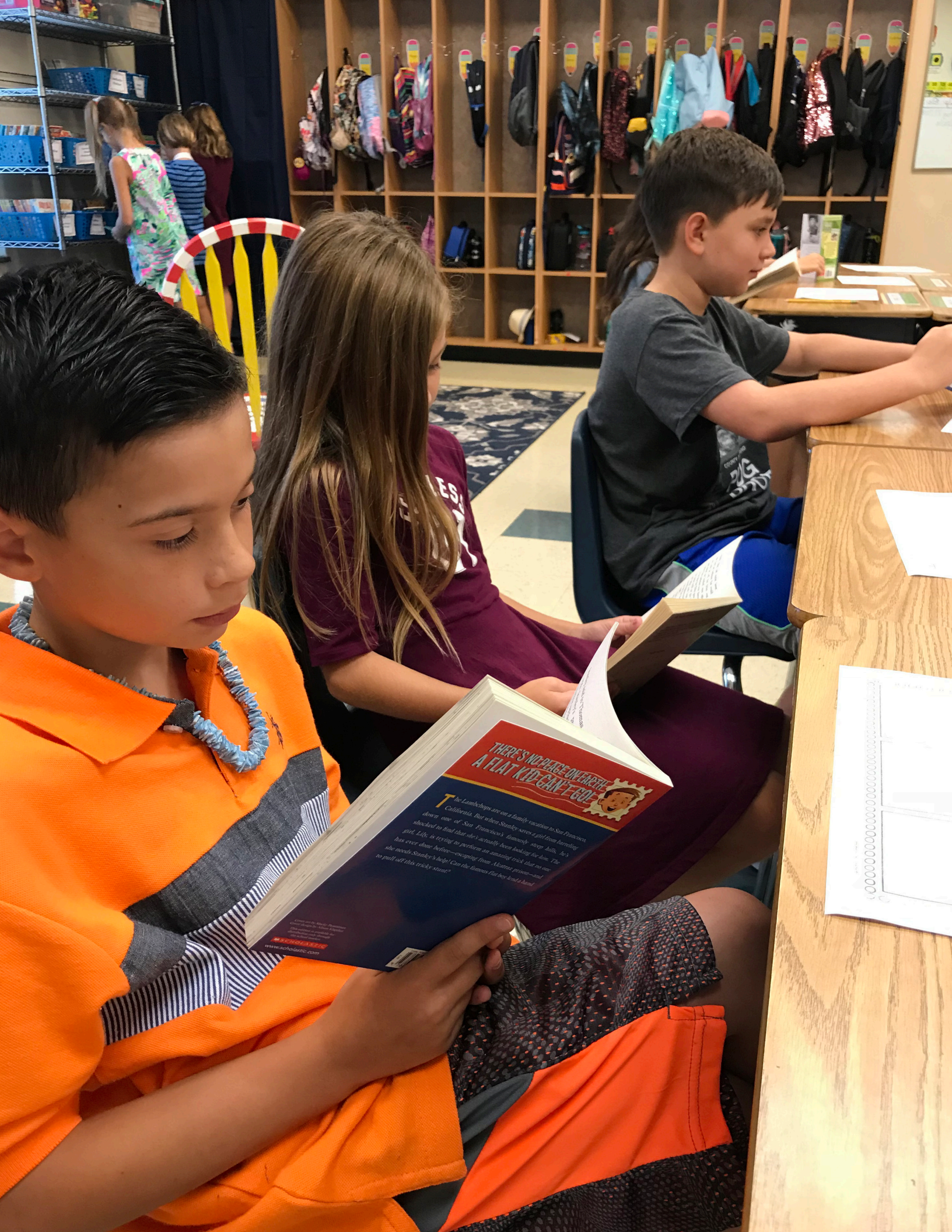
Third graders read many types of texts -- literary, informational and persuasive. They distinguish between fact and opinion. These students interpret poetry and infer main ideas in a variety of prose. Students in this grade use multiple reading strategies to construct meaning from text. They choose to read silently for extended periods of time for pleasure and information. They use their reading as a source of learning and for discussions as they formulate ideas. They are learning to read for deeper meaning through critical analysis of what is being read.

Reading Comprehension:

- Uses details of a text to understand its meaning and purpose
- Identifies text structures found in narrative, informational and persuasive texts
- Discusses motives of characters
- Analyzes and discusses character motives, traits, and actions as referenced in the text
- Analyzes how a text supports a recommendation, opinion or argument.
- Compares information from a variety of text and other resources on the same topic
- Compares and contrasts 2 or more text for a variety of purposes (characters, overall structure, like genres, etc.)
- Identifies how author's purpose and point of view is supported by and influences the text
- Draws on information from multiple print and digital sources/
- Increases vocabulary knowledge through reading, word study, discussion and content

Characteristics of a Reader:

- Reads a variety of text genres
- Reads for a variety of purposes (for pleasure, learning, etc.)
- Analyzes and interprets a variety of texts for meaning and purpose
- Applies comprehension strategies... (use the same sentence)
- Asks and answers questions referring specifically to the text for support
- Reads and comprehends text at increasing levels of complexity across the year
- Applies a variety of reading strategies as needed to comprehend a variety of text



THERE'S NO PAGE ON THE FLAT KID CAN'T GET OUT

The Lambchops are on a family vacation in San Francisco, California. But when Stanley saves a girl from falling down one of San Francisco's famously steep hills, he's shocked to find that she's actually been looking for him. He's never done before—escaping from a monster prison—and he's never been so far from home. Can the famous Flat Kid find his way out of this tricky town?

www.scholastic.com

4th Grade



The mathematics curriculum is organized into the following five domains:

- Operations and Algebraic Thinking
- Number and Operation in Base Ten
- Number and Operations – Fractions
- Measurement and Data
- Geometry

Focus :

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

The Math Essential Standards for all fourth grade students are as follows:

- 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 notations for fractions, and compare decimal fractions.
- Solve problems involving measurement.
- Solve problems involving area and perimeter.
- Represent and interpret data.
- Understand concepts of angle and measure angles.

Writing

Fourth graders write for a variety of reasons and for different audiences. They are learning to use more detail, sequence and description in their narrative, informational and persuasive writing. They develop strategies for editing and revising their own work for content and conventions (including grammar, spelling and punctuation).

Writing Products:

- Writes a variety of compositions
- Develops a variety of written compositions that are narrative, informational, and persuasive or opinion-based.
- Composes a variety of fiction, non-fiction, poetry and persuasive writing pieces using self-selected topics and formats.
- Writes in response to a wide range of topics read
- Produce written work that follows the structures and conventions of narrative, informational, and opinion or persuasive writing tasks.

Writing Process:

- Determines the impact of word choice on written and spoken language
- Utilizes available resources to enhance writing
- Revises writing as needed
- Uses technology as a tool to enhance and/or publish a product
- Edits final product for language conventions and format



Social Studies

Fourth grade students will learn about North Carolina, its ethnic diversity, rich culture, economy and geographic regions. Students will develop their understanding of history, geography, civics and government, culture and economics through the study of our state.

During this grade, students will study American Indian groups living in North Carolina before European exploration, 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 as they look closely at the North Carolina Constitution and learn more about the branches of state government. Students will develop an understanding of North Carolina's economy by looking closely at how natural resources have influenced and affected the economic development in our state.

History:

Analyze the chronology of key events in North Carolina history. Understand how structures, symbols, and the names of places are significant to North Carolina.

Geography and Environmental Literacy:

Understand how human, environmental, and technological factors affect the growth and development of North Carolina.

Economics and Financial Literacy:

Understand how a market economy impacts life in North Carolina. Understand economic factors when making personal choices.

Civics and Governance:

Understand the development, structure, and function of North Carolina's government. Analyze the North Carolina Constitution.

Culture: Understand the impact of various cultural groups on North Carolina.

Details → support and prove the main idea → EVIDENCE

can find the answer in the text

can be yes or no questions

Clues → I can find the main idea by:

Asking myself "What is the text mostly about?"

at the title and pictures

or words that are repeated

READING

same text

once until...

explain it

the main idea

(evidence)

answer





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 are encouraged to make more careful observations and measure things with increasing accuracy. The hands-on investigations allow students to recognize patterns in data and use data to create reasonable explanations of results their experiment or investigation. Students are also encouraged to employ more sophisticated language, drawings, models, charts and graphs to communicate results and explanations.

Scientific Practices:

1. Asking questions
2. Developing and using models
3. Planning and 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
- Scientific inquiry
- Science, technology and society

Manipulative skills:

- Safety
- Choose, construct and assemble equipment
- Use science equipment and material appropriately
- Care for equipment and materials
- Handle and care for live organisms

- continued



Science Concepts:

Physical Science: Force and Motion/ Matter Properties and Change/
Energy Conservation and Transfer

- Explain how various forces affect the motion of an object.
- Understand the composition and properties of matter before and after they undergo a change or interaction.
- Recognize that energy takes various forms that may be grouped based on their interaction with matter.

Earth Science: Earth in the Universe/ Earth History

- Explain the causes of day and night and phases of the moon.
- Understand the use of fossils and changes in the surface of the earth as evidence of the history of Earth and its changing life forms.

Life Science: Ecosystems/Molecular Biology

- Understand the effects of environmental changes, adaptations and behaviors that enable animals (including humans) to survive in changing habitats.
- Understand food and the benefits of vitamins, minerals and exercise.

Reading

Fourth graders continue to read many types of texts -- literary, informational and practical pieces. They can make inferences, draw conclusions, and are learning to support their opinions about what they read. Fourth graders are becoming more skillful at comparing and contrasting, making inferences and critiquing two or more texts for a variety of purposes.

Reading Comprehension:

- Uses details of a text to understand its meaning and purpose
- Identifies text structures found in narrative, informational and persuasive texts
- Discusses motives of characters
- Analyzes and discusses character motives, traits, and actions as referenced in the text
- Analyzes how a text supports a recommendation, opinion or argument.
- Compares information from a variety of text and other resources on the same topic
- Compares and contrasts 2 or more text for a variety of purposes (characters, overall structure, like genres, etc.)
- Identifies how author's purpose and point of view is supported by and influences the text
- Draws on information from multiple print and digital sources/
- Increases vocabulary knowledge through reading, word study, discussion and content

Characteristics of a Reader:

- Reads a variety of text genres
- Reads for a variety of purposes (for pleasure, learning, etc.)
- Analyzes and interprets a variety of texts for meaning and purpose
- Applies comprehension strategies... (use the same sentence)
- Asks and answers questions referring specifically to the text for support
- Reads and comprehends text at increasing levels of complexity across the year
- Applies a variety of reading strategies as needed to comprehend a variety of text



5th Grade



The mathematics curriculum is organized into the following five Domains:

- Operations and Algebraic Thinking
- Number and Operation in Base Ten
- Number and Operations – Fractions
- Measurement and Data
- Geometry

Focus:

1. Developing fluency with addition and subtraction of fractions, developing understanding of the multiplication of fractions and division of fractions in limited cases.

2. Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operation.

3. Develop understanding of volume.

The Math Essential Standards for all (grade level) students are as follows:

- 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 understanding of multiplications and division to multiply and divide fractions.
- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Understand the concepts of volume.
- Understand the coordinate plane.
- Classify quadrilaterals.

Writing

Fifth graders produce clear and coherent writing appropriate to a variety of tasks, purposes, and audiences. They write opinion, informative, and narrative pieces of writing to present ideas, support arguments and influence the thinking of others.

They strengthen their writing as needed by planning, drafting, revising, editing, and rewriting or trying a new approach. They develop their craft as a writer paying particular attention to the organization and coherence of their writing as the length of their pieces increases over time.

Writing Products:

- Writes a variety of compositions
- Develops a variety of written compositions that are narrative, informational, and persuasive or opinion-based.
- Composes a variety of fiction, non-fiction, poetry and persuasive writing pieces using self-selected topics and formats.
- Writes in response to a wide range of topics read
- Produce written work that follows the structures and conventions of narrative, informational, and opinion or persuasive writing tasks.

Writing Process:

- Determines the impact of word choice on written and spoken language
- Utilizes available resources to enhance writing
- Revises writing as needed
- Uses technology as a tool to enhance and/or publish a product
- Edits final product for language conventions and format

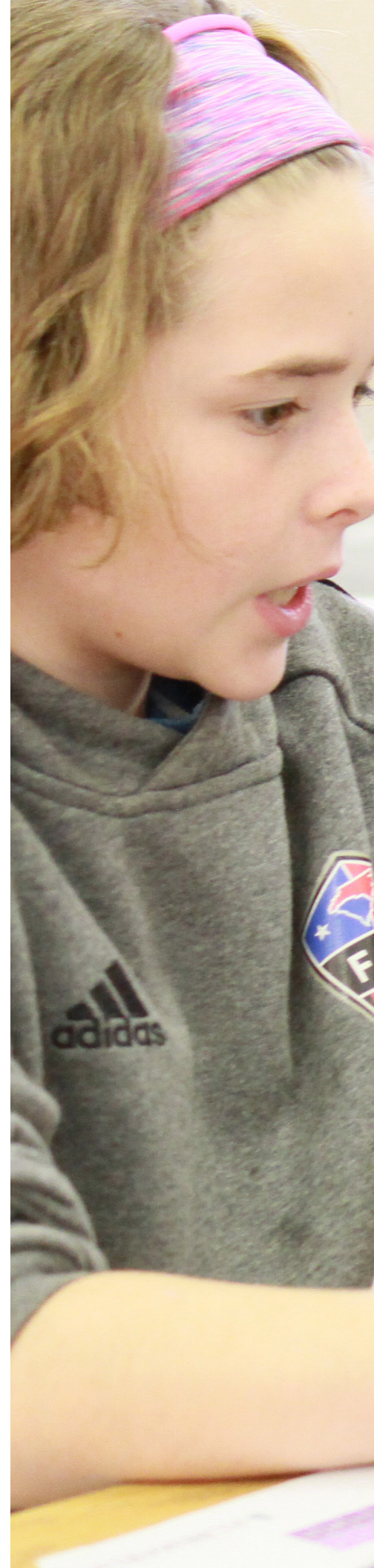


Social Studies

In fifth grade, students will develop their understanding of history, geography, civics and government, culture, and economics through the study of our nation. Students will begin the study of United States history with American Indian groups 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 the founding documents of the United States with those of North Carolina. They will learn about the “Founding Fathers”, the push/pull factors of migration and immigration and their influence on culture in the United States, and the contributions made by diverse groups of people to the building of our nation.

Fifth graders will deepen their understanding of how humans interact with the environment by looking at the positive and negative effects of our activities on the environment. Students will begin to apply what they understand about economics to their lives as they learn to make responsible financial choices in spending and saving.







History:

Analyze the chronology of key events in the United States.

Geography and Environmental Literacy:

Understand how human activity has and continues to shape the United States.

Economics and Financial Literacy:

Understand how a market economy impacts life in the United States. Understand that personal choices result in benefits or consequences.

Civics and Governance:

Understand the development, structure, and function of government in the United States. Analyze life in a democratic republic through rights and responsibilities of citizens.

Culture:

Understand how increased diversity resulted from migration, settlement patterns, and economic development in the United States.



JOURNEY THROUGH OUR SOLAR SYSTEM

TITLES IN THE SERIES

EXPLORING COMETS AND ASTEROIDS
EXPLORING EARTH
EXPLORING JUPITER
EXPLORING MARS
EXPLORING MERCURY
EXPLORING THE MOON
EXPLORING NEPTUNE
EXPLORING PLUTO AND OTHER DWARF PLANETS
EXPLORING SATURN
EXPLORING THE SUN
EXPLORING URANUS
EXPLORING VENUS

ROCKY RIVER ELEM. MEDIA CTR



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Exploring the Moon

JOURNEY THROUGH OUR SOLAR SYSTEM

EXPLORING THE MOON



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 use scientific investigation to learn science concepts.

Focus:

All students are encouraged to make more careful observations and measure things with increasing accuracy. The hands-on investigations allow students to recognize patterns in data and use data to create reasonable explanations of results their experiment or investigation. Students are also encouraged to employ more sophisticated language, drawings, models, charts and graphs to communicate results and explanations.

Scientific Practices:

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

Manipulative skills:

- Safety
- Choose, construct and assemble equipment
- Care for equipment and materials
- Handle and care for living organisms
- Use materials and equipment

Attitudes Toward Science:

- Learning and experiencing science
- Natural resources
- Scientific inquiry
- Science, Technology, Society

Science Concepts:

Physical Science: Force and Motion/ Matter Properties and Change/ Energy Conservation and Transfer

- Understand force, motion and the relationship between them.
- Understand the interactions of matter and energy and the changes that occur.
- Explain how the properties of some materials change as a result of heating and cooling.

Earth Science: Earth Systems, Structures & Processes

- Understand weather patterns and phenomena, making connections to the weather in a particular place and time.

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

- Understand how structures and systems of organisms (to include the human body) perform functions necessary for life.
- Understand the interdependence of plants and animals with their ecosystem.
- Understand why organisms differ from or are similar to their parents based on the characteristics of the organism.

Reading

Fifth graders enjoy a variety of literary pieces as well as informational and persuasive texts. They begin to pay more attention to the ways authors support ideas with evidence. They compare pieces they have read and defend their reading preferences. They detect the implied motives of characters as revealed in dialogue and action. They identify literary archetypes such as “heroes” and “villains.” They use appropriate reading strategies and word attack skills according to purpose of the test.

Reading Comprehension:

- Uses details of a text to understand its meaning and purpose
- Identifies text structures found in narrative, informational and persuasive texts
- Discusses motives of characters
- Analyzes and discusses character motives, traits, and actions as referenced in the text
- Analyzes how a text supports a recommendation, opinion or argument.
- Compares information from a variety of text and other resources on the same topic
- Compares and contrasts 2 or more text for a variety of purposes (characters, overall structure, like genres, etc.)
- Identifies how author’s purpose and point of view is supported by and influences the text
- Draws on information from multiple print and digital sources/
- Increases vocabulary knowledge through reading, word study, discussion and content

Characteristics of a Reader:

- Reads a variety of text genres
- Reads for a variety of purposes (for pleasure, learning, etc.)
- Analyzes and interprets a variety of texts for meaning and purpose
- Applies comprehension strategies... (use the same sentence)
- Asks and answers questions referring specifically to the text for support
- Reads and comprehends text at increasing levels of complexity across the year
- Applies a variety of reading strategies as needed to comprehend a variety of text



CRITERIA FOR HONOR ROLL

A HONOR ROLL

1. Students must have all "A's" in Reading, Math, Science/Health and Social Studies.

They must have a "3" or "4" in written composition. There can be no N's in any subcategories.

2. Students must have an "S" in the following areas:

- Art
- Music
- Physical Education
- Computer Technology

3. Students must have an "S" in all areas of Citizenship, Behavior & Work Habits

A-B HONOR ROLL

1. Students must have "A's" or "B's" in Reading, Math, Science/Health and Social Studies. They must have a "3" or "4" in Written Composition. There can be no N's in any subcategories.

2. Same criteria as in #2 for "A" HONOR ROLL

3. Same criteria as in #3 for "A" HONOR ROLL

GRADING SCALE

90-100 - A

80-89 - B

70-79 - C

60-69 - D

50-59 - F

.



UCPS

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