

Cedar Fork Elementary School

Grade 4 - Second Quarter - Assessed Objectives		
Reading	Writing	Math
<p>Reading Habits 1.062 Read independently at least 20 minutes every day to learn more about various topics. 2.032 Read different types of nonfiction such as autobiographies, informational books, diaries, and journals.</p> <p>Vocabulary and Word Work 1.042 Increase vocabulary by reading lots of different kinds of texts, participating in discussions, and learning multiple meanings of words. 1.022 Figure out what words mean by applying the meanings of these suffixes (-er, -or, -ist, -able) and these roots (sign, spect). 1.031 Uses context clues to figure out the meanings of unfamiliar words. 1.03 Identify key words in nonfiction texts and determine what they mean. 1.051 Use the glossary to learn about new words in nonfiction text.</p> <p>Comprehension and Connections (After Reading Strategies with Nonfiction Text) 3.06 Research a topic by developing guiding questions and exploring a variety of resources (articles, internet, almanac, encyclopedia, informational books). 2.024 Locate information in nonfiction text that answers the question, "What do you want to learn?" 3.05 Find similarities and differences in the information found in nonfiction texts comparing the text features of graphs, charts, and maps and the information in the body of the text. 2.07 Determine if the information or ideas from a text is useful in answering your questions.</p> <p>Main Ideas and Supporting Details 2.043 Determine the main ideas and supporting details in nonfiction text and show where they are in the text. 2.061 Summarize the main ideas of nonfiction text so that you can remember what is important. 2.092 Paraphrase what was said by saying it in your own words when listening to others. 2.023 Ask questions that help you think more deeply about what you read after reading a selection. 2.05 Make inferences, draw conclusions, and make generalizations about what you read, pointing out from where in the text you based that conclusion.</p>	<p>Writing Variety 4.072 Write a variety of different types of texts including nonfiction, learning log, and research reports by either selecting the topic or form. 4.091 Write learning log entries, letters of complaint, and letters of request. 4.093 Write research reports. 4.024 Use discussion and writing to solve problems.</p> <p>Focus 4.062 Stay focused on the topic when writing. Write multiple paragraphs with: 5.041 topic sentences. 5.046 concluding sentence that relates to the topic.</p> <p>Organization 4.052 Come up with own ideas for writing and organize ideas by completing a web. 5.0811 Retell nonfiction in a logical order. 4.082 Review writing and make it better by adding or changing transition words. 4.021 Present information clearly in both speaking and writing.</p> <p>Support and Elaboration 4.085 Review and improve own writing by making what is written clearer or easier to understand.</p> <p>Style 4.084 Review own writing and make it better by starting sentences in different ways (sentence fluency).</p> <p>Conventions 5.024 Keep the subject(s) in sentences consistent (i.e., nouns and pronouns: The boys... They...) 5.061 Reread own writing and check for misspelled words, referring to a glossary if necessary. 5.013 Capitalize the names of nations (i.e., England, Canada, and France). 5.014 Use a comma in direct address (Frankie, where have you been?). 5.022 Use the correct form of the verb to match the subject (he runs, NOT he run). 5.034 Correctly use prepositions (i.e., to, after, with).</p>	<p>Number and Operations Goal 1 – The learner will read, write, model, and compute with non-negative rational numbers. 1.01 Develop number sense for rational numbers 0.01 through 99,999. 1.01a Connect model, number word, and number using a variety of representations. 1.01b Build understanding of place value (hundredths through ten thousands). 1.01c Compare and order rational numbers. 1.01d Make estimates of rational numbers in appropriate situations. 1.02 Develop fluency with multiplication and division: 1.02a Two-digit by two-digit multiplication (larger numbers with calculator). 1.02b Up to three-digit by two-digit division (larger numbers with calculator). 1.02c Strategies for multiplying and dividing numbers. 1.02d Estimation of products and quotients in appropriate situations. 1.02e Relationship between operations. 1.05 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.</p> <p>Measurement Goal 2 – The learner will understand and use perimeter and area. 2.01 Develop strategies to determine the area of rectangles and the perimeter of plane figures. 2.02 Solve problems involving perimeter of plane figures and areas of rectangles.</p>

Cedar Fork Elementary School

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		Math
		<p>Geometry Goal 3 - The learner will recognize and use geometric properties and relationships. 3.03 Identify, predict, and describe the results of transformations of plane figures; reflections, translations, rotations.</p> <p>Data Analysis and Probability Goal 4 - The learner will understand and use graphs, probability, and data analysis. 4.01 Collect, organize, analyze, and display data (including line graphs and bar graphs) to solve problems. 4.03 Solve problems by comparing two sets of related data.</p> <p>Algebra Goal 5 - The learner will demonstrate an understanding of mathematical relationships 5.02 Translate among symbolic, numeric, verbal, and pictorial representations of number relationships. 5.03 Verify mathematical relationships using: 5.03a Models, words, and numbers. 5.03b Order of operations and the identity, commutative, associative, and distributive properties.</p>

Cedar Fork Elementary School

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Science	Health	Social Studies
<p>Goal 3 - The learner will make observations and conduct investigations to build an understanding of magnetism and electricity.</p> <p>3.01 Observe and investigate the pull of magnets on all materials made of iron and the pushes or pulls on other magnets.</p> <p>3.02 Describe and demonstrate how magnetism can be used to generate electricity.</p> <p>3.03 Design and test an electric circuit as a closed pathway including an energy source, energy conductor, and an energy receiver.</p> <p>3.04 Explain how magnetism is related to electricity.</p> <p>3.05 Describe and explain the parts of a light bulb.</p> <p>3.06 Describe and identify materials that are conductors and nonconductors of electricity.</p> <p>3.07 Observe and investigate that parallel and series circuits have different characteristics.</p> <p>3.08 Observe and investigate the ability of electric circuits to produce light, heat, sound, and magnetic effects.</p> <p>3.09 Recognize lightning as an electrical discharge and show proper safety behavior when lightning occurs.</p>	<p>Goal 2 - The learner will apply the skills of stress management to the prevention of serious health risks for self and others.</p> <p>2.01 Associate personal behaviors with universal standards.</p> <p>2.02 Identify feelings of contentment, enthusiasm and confidence and demonstrate healthy ways to express those feelings.</p> <p>2.03 Identify feelings of disappointment, embarrassment, boredom, and loneliness and demonstrate healthy ways to express those feelings.</p> <p>2.04 Distinguish between needs and wants.</p> <p>2.05 Describe patterns of normal physical and emotional development at puberty.</p>	<p>Goal 2 - The learner will examine the importance of the role of ethnic groups and examine the multiple roles they have played in the development of North Carolina.</p> <p>2.01 Locate and describe American Indians in North Carolina, past and present.</p> <p>Goal 3 - The learner will trace the history of colonization in North Carolina and evaluate its significance for diverse people's ideas.</p> <p>3.01 Assess changes in ways of living over time and determine whether the changes are primarily political, economic, or social.</p> <p>3.02 Identify people, symbols, events, & documents associated with NC's history.</p> <p>3.03 Examine the Lost Colony and explain its importance in the settlement of North Carolina.</p> <p>3.04 Compare and contrast ways in which people, goods, and ideas moved in the past with their movement today.</p> <p>3.05 Describe the political and social history of colonial North Carolina and analyze its influence on the state today.</p> <p>Goal 4 - The learner will analyze social and political institutions I North Carolina such as government, education, religion, and family and how they structure society, influence behavior, and response to human needs.</p> <p>4.03 Explain the importance of responsible citizenship and identify ways North Carolinian can participate in civic affairs.</p> <p>4.04 Examine ways North Carolinians govern themselves and identify major government authorities at the local and state level.</p> <p>Goal 5 - The learner will examine the impact of various cultural groups on North Carolina.</p> <p>5.01 Explain different celebrated holidays, special days, and cultural traditions in North Carolina communities.</p> <p>Goal 7 - The learner will recognize how technology influences change within North Carolina.</p> <p>7.01 Cite examples from North Carolina's history of the impact of technology.</p> <p>7.03 Explain how technology changed and influenced the movement of people, goods, and ideas over time.</p>

Cedar Fork Elementary School

Grade 4 - First Semester - Assessed Objectives		
Music	Art	Physical Education
<p>Goal 1 – The learner will sing, alone and with others, a varied repertoire of music. 1.01 Sing with pitch accuracy. 1.06 Sing expressively with appropriate dynamics, phrasing, and interpretation.</p> <p>Goal 6 - The learner will listen to, analyze, & describe music. 6.01 Identify simple music forms including AB, ABA, Call and Response, Rondo, Ballad, and Introduction/Coda. 6.03 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances. 6.04 Identify visually and aurally a variety of instruments, including many orchestra and band instruments, and instruments from various cultures.</p> <p>Goal 7 - The learner will evaluate music and music performances. 7.02 Explain personal reactions to specific musical compositions and styles using appropriate terminology.</p> <p>Goal 8 - The learner will understand relationships between music, the other arts, and content areas outside the arts. 8.02 Identify ways in which the principles and subject matter of other disciplines are related to those of music.</p> <p>Goal 9 - The learner will understand music in relation to history and culture. 9.01 Identify the style or genre of aural musical examples from various historical periods and cultures. 9.03 Identify various uses of music and describe characteristics that make certain music suitable for each use. 9.04 Identify and describe roles of musicians in various music settings and cultures.</p>	<p><i>First Nine Weeks</i> Goal 1 – The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art. 1.01 Expand the sense of environment to include global awareness as a source of ideas for imagery. 1.02 Create work that approaches a higher level of realism.</p> <p><i>Second Nine Weeks</i> Goal 2 – The learner will develop skills necessary for understanding and applying media, techniques, and processes. 2.02 Use additional art media, techniques and processes, which may include: Fibers, Cut paper, and Sculpture. 2.03 Increase skills with familiar materials</p> <p>Goal 6 - The learner will reflect upon and assess the characteristics and merits of their work and the work of others. 6.01 Describe how people's experiences influence the development of specific artworks.</p>	<p>Goal 7 The learner will achieve and maintain an acceptable level of health-related fitness. 7.01 Complete a health-related personal fitness test and achieve fitness scores at an acceptable level. 7.02 Name the benefits derived from participation in a physical fitness program.</p> <p>Goal 10 The learner will demonstrate response personal and social behavior in physical activity settings. 10.01 Follow with few reminders, activity-specific rules, procedures, and etiquette. 10.03 Work cooperatively and productively with a partner or small group.</p> <p>Goal 11 The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities. 11.03 Demonstrate ball-handling skills necessary for participation in lead up games and sports.</p> <p>Goal 12 The learner will demonstrate a competent level of physical activity, sport, and fitness literacy. 12.01 Apply critical elements to improve personal performances in fundamental and selected specialized skills. 12.02 Use critical elements of fundamental and specialized movement skills to provide feedback to others.</p>

Cedar Fork Elementary School

Grade 4 - First Semester - Assessed Objectives		
Computer / Technology Skills	Computer / Technology Skills	Computer / Technology Skills
<p>Goal 1 – The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.</p> <p>1.01 Identify, discuss, and visually represent ways technology has changed the lives of people in North Carolina.</p> <p>1.02 Recognize, discuss, and use network terms /concepts (e.g., stand alone, network, file server, LANS, network resources).</p> <p>1.03 Recognize, discuss, and use responsible, ethical, and safe behaviors when using technology resources (AUP/IUP).</p> <p>1.04 Recognize that Copyright Laws protect creative work of individuals / groups / companies by citing sources.</p> <p>1.05 Identify and discuss the benefits of non-networked and networked computers.</p> <p>1.06 Explore and discuss occupations / careers that use computers / technology tools in North Carolina.</p> <p>1.08 Identify and discuss how spreadsheets are used to calculate and graph data in a variety of settings (e.g., schools, government, business, industry).</p> <p>1.09 Recognize and discuss the importance of citing sources of copyrighted materials in documents.</p>	<p>Goal 2 – The learner will demonstrate knowledge and skills in the use of computer and other technologies.</p> <p>2.03 Identify, discuss, and use the spreadsheet terms/concepts (e.g., cell, column, row, values, labels, graph, formula).</p> <p>2.04 Enter / edit data in prepared spreadsheets to perform calculations using simple formulas (+, -, *, /) and observe the changes that occur.</p> <p>2.05 Use spreadsheets and graphs to organize, calculate, and display data in content areas.</p> <p>2.06 Identify, discuss, and use terms/concepts of menu/tool bar (e.g., print preview, WYSIWIG, page setup, Spell Check, thesaurus) in word processing documents as a class.</p> <p>2.07 Recognize, discuss, and use proper keyboarding techniques.</p> <p>2.08 Use menu/tool bar features (e.g., print preview, Spell Check, thesaurus) to edit and make corrections to documents as a class/group activity.</p>	<p>Goal 3 – The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.</p> <p>3.04 Enter data into prepared spreadsheets and select graph to best represent data and cite sources of data.</p> <p>3.05 Use spreadsheet data and graphs to make predictions, solve problems, and make decisions in content areas as a class/group.</p> <p>3.06 Use word processing as a tool for writing, editing, and publishing paragraphs, stories, and assignments.</p>