

Cedar Fork Elementary School

Grade 4 - First Quarter - Assessed Objectives		
Reading	Writing	Math
<p>Reading Habits 1.061 Read independently at least 20 minutes every day to improve reading fluency (rate, expression, and accuracy). 2.032 Read different types of nonfiction such as autobiographies, informational books, diaries, and journals.</p> <p>Vocabulary and Word Work 1.041 Increase vocabulary by reading lots of different kinds of texts, studying how words work, and following the writing process. 1.011 Figure out unfamiliar words by using what you know about base words, breaking words into syllables, and understanding contractions. 1.021 Figure out what words mean by applying the meanings of these suffixes (-er, -est, -ly, -y) and these roots (tele, rupt).</p> <p>Comprehension and Connections (Before and During Reading Strategies) 2.027 Explain why you choose what you will read and tell what you hope to find out. 2.061 Preview stories and make predictions about the characters, setting, problem, or major events before reading. <i>During Reading Strategies</i> 2.022 Make predictions 2.023 Ask questions 2.025 Make connections 2.091 Ask questions when listening to others. 2.01 Use fix-up strategies when what you read doesn't make sense (reread, check other sources, ask for help, put ideas in own words, ask yourself or the author questions). 2.021 Preview nonfiction text and set a purpose for reading based on what you already know about the topic and the information you learned from previewing the text features. 2.0262 Preview nonfiction text features (title, headings, subheadings, captions) and predict the topic and main ideas of the selection. 3.015a Recognize different types of nonfiction texts such as autobiographies, informational books, and diary or journal entries.</p>	<p>Writing Variety 4.071 Write a variety of different types of texts including rules, instructions, journal entries, stories, and poetry by either selecting the topic or form. 4.041 Write and share stories and poems. 4.025 Use discussion to make decisions. 4.027 Use discussion and writing to explain own learning.</p> <p>Focus 5.083 Stay on topic in a conversation. 4.061 Write clearly with main ideas.</p> <p>Organization 4.051 Come up with own ideas for writing and organize ideas by brainstorming or discussing with a peer. 5.043 Write multiple paragraphs with ideas that make sense and flow from one to the next. 4.082 Review writing and make it better by changing the order of events or ideas.</p> <p>Support and Elaboration 5.031 Use simple and compound sentences to add elaboration to a topic.</p> <p>Style 4.081 Review own writing and make it better by improving the words used (precise vocabulary).</p> <p>Conventions 5.035 Correctly use coordinating conjunctions (and, but, or, nor, for, so, yet). 5.011 Capitalize the names of languages and musical compositions. 5.012 Correctly use commas in a series (i.e., the ball, the bat, and the glove). 5.051 Check spelling by asking, "Does that look right?" 5.091 Use handwriting (cursive) that others can easily read.</p>	<p>Number and Operation Goal 1 – The learner will read, write, model, and compute with non-negative rational numbers. 1.02 Develop fluency with multiplication and division: 1.02c Strategies for multiplying and dividing numbers. 1.02e Relationships 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> <p>Geometry Goal 3 - The learner will recognize and use geometric properties and relationships. 3.02 Describe the relative position of lines using concepts of parallelism and perpendicularity.</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. 4.04 Design experiments and list all possible outcomes and probabilities for an event.</p> <p>Algebra Goal 5 - The learner will demonstrate an understanding of mathematical relationships. 5.01 Identify, describe, and generalize relationships in which: 5.01a Quantities change proportionally. 5.01b Change in one quantity relates to change in a 2nd quantity. 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>

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Science	Health	Social Studies
<p>Goal 2 – The learner will conduct investigations and use appropriate technology to build an understanding of the composition and uses of rocks and minerals.</p> <p>2.01 Describe and evaluate the properties of several minerals.</p> <p>2.02 Recognize that minerals have a definite chemical composition and structure, resulting in specific physical properties including:</p> <ul style="list-style-type: none"> • Hardness. • Streak color. • Luster. • Magnetism. <p>2.03 Explain how rocks are composed of minerals.</p> <p>2.04 Show that different rocks have different properties.</p> <p>2.05 Discuss and communicate the uses of rocks and minerals.</p> <p>2.06 Classify rocks and rock-forming minerals using student-made rules.</p> <p>2.07 Identify and discuss different rocks and minerals in North Carolina including their role in geologic formations and distinguishing geologic regions.</p>	<p>Goal 1 - The learner will direct personal health behaviors in accordance with own health status and susceptibility to major health risks.</p> <p>1.01 Summarize health risks for age group.</p> <p>1.02 Identify a personal health goal.</p> <p>1.03 Use modeling of another’s behavior as a strategy to reach a personal health goal.</p> <p>Goal 6 - The learner will choose not to participate in substance use.</p> <p>6.01 Describe social, emotional, physical, and mental health risks associated with various substances.</p> <p>6.02 Describe dependence.</p> <p>6.03 Demonstrate examples of refusal skills in response to persuasion.</p> <p>6.04 Identify signs and behaviors of substance use.</p>	<p>Goal 1 - The learner will apply the five themes of geography to North Carolina and its people.</p> <p>1.01 Locate, in absolute and relative terms, major landforms, bodies of water and natural resources in North Carolina.</p> <p>1.02 Describe and compare physical and cultural characteristics of the regions.</p> <p>1.03 Suggest some influences that location has on life in North Carolina such as major cities, recreation areas, industry, and farms.</p> <p>1.04 Evaluate ways that the people of North Carolina used, modified, and adapted to the physical environment, past and present.</p> <p>1.05 Assess human movement as it relates to the physical environment.</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>4.01 Assess and evaluate the importance of regional diversity on the development of economic, social, and political institutions in North Carolina.</p> <p>Goal 5 - The learner will examine the impact of various cultural groups on North Carolina.</p> <p>5.03 Describe and compare the cultural characteristics of regions within North Carolina and evaluate their significance.</p>

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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. 11.01/11.02 Demonstrate movements and create original dances using the elements found in square, folk, line, and/or other rhythmic activities. 11.03 Demonstrate ball-handling skills necessary for participation in lead up games and sports. 11.04 Demonstrate accuracy skills necessary for participation in a variety of 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>

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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>