

# Curriculum Mapping

## Second Quarter

### Grade 4

Math	Reading (Goals 1-3)	Writing (Goals 4-5)	Science	Social Studies	Healthful Living
<p><b>1.01</b> Develop number sense for rational numbers 0.01 through 99,999.</p> <p><b>1.01a</b> Connect model, number word, and number using a variety of representations.</p> <p><b>1.01b</b> Build understanding of place value (hundredths through ten thousands).</p> <p><b>1.01c</b> Compare and order rational numbers.</p> <p><b>1.01d</b> Make estimates of rational numbers in appropriate situations.</p> <p><b>1.02</b> Develop fluency with multiplication and division:</p> <p><b>1.02c</b> Strategies for multiplying and dividing numbers.</p> <p><b>1.02d</b> Estimation of products and quotients in appropriate situations.</p> <p><b>1.02e</b> Relationship between operations.</p> <p><b>1.05</b> Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.</p> <p><b>4.01</b> Collect, organize, analyze and display data (including line graphs and bar graphs) to solve problems.</p> <p><b>4.02</b> Describe the distribution of data using median, range, and mode.</p>	<p><b>1.07</b> Reads independently daily from self-selected materials.</p> <p><b>1.06</b> Uses word reference materials (glossary) to identify and comprehend unknown words.</p> <p><b>1.03</b> Uses context clues to discern the meanings of unfamiliar vocabulary.</p> <p><b>1.04</b> Identifies key words and discovers their meanings and relationships through a variety of strategies.</p> <p><b>2.05</b> Reads a variety of fiction , <b>nonfiction</b>, poetry, and drama texts (autobiographies, informational books, diaries, journals.)</p> <p><b>2.062</b> Reads and comprehends grade appropriate expository text.</p> <p><b>2.073</b> Main ideas/supporting details</p> <p><b>2.11</b> Verifies the meaning or accuracy of the author’s statements by referencing the text or other resources.</p> <p><b>2.09</b> Summarizes major</p>	<p><b>4.028</b> Solves problems</p> <p><b>4.05</b> Uses planning strategies to generate topics and organize ideas including webbing.</p> <p><b>4.06</b> Composes a draft that maintains focus on the topic.</p> <p><b>4.07</b> Composes a variety of texts using self-selected and assigned topics and forms including nonfiction, diaries, letters, and logs.</p> <p><b>5.011</b> Topic sentences</p> <p><b>5.031</b> Proofreads and corrects most misspellings with reference to resources (e.g. glossaries)</p> <p><b>5.052</b> Demonstrates understanding in speaking and writing by appropriate usage of subject/verb agreement.</p> <p><b>4.041</b> Shares self-selected texts from a variety of genres including essays and letters.</p> <p><b>4.09</b> Produces work that follows the conventions</p>	<p><b>Electricity and Magnetism – Demko and Wetherell</b></p> <p><b>3.01</b> Design an electric circuit as a complete pathway with an energy source, energy receiver, and energy conductor.</p> <p><b>3.02</b> Determine the ability of electric circuits to produce light, heat, sound, and magnetic effects.</p> <p><b>3.03</b> Analyze the parts of a light bulb.</p> <p><b>3.04</b> Assess the pull of magnets on all materials made of iron and the pushes or pulls on other magnets.</p> <p><b>3.05</b> Measure magnetic effects over distance or through substances such as glass and paper.</p> <p><b>Simple Machines – Walters and Peters</b></p> <p><b>4.01</b> Assess the invention of tools and techniques to solve</p>	<p><b>1.04</b> Evaluate ways the people of N.C. used, modified, and adapted to the physical environment, past and present.</p> <p><b>1.05</b> Assess human movement as it relates to the physical environment.</p> <p><b>2.01</b> Locate and describe American Indians in North Carolina, past and present.</p> <p><b>2.02</b> Trace the growth and development of immigration to North Carolina, over time from Europe, Asia, and Latin America..</p> <p><b>2.03</b> Describe the similarities and differences among people of North Carolina, past and present.</p> <p><b>2.04</b> Describe how different ethnic groups have influenced culture, customs and history of North</p>	<p><b>1.1</b> Summarize health risks for age group.</p> <p><b>1.2</b> Identify a personal health goal.</p> <p><b>1.3</b> Use modeling of another's behavior as a strategy to reach a personal health goal.</p> <p><b>8.1</b> Select and participate regularly in physical activities</p> <p><b>8.2</b> Identify the benefits derived from regular physical activity..</p> <p><b>9.1</b> Explore culture/ethnic self-awareness through participation in physical activity.</p> <p><b>9.2</b> Recognize the attributes that individuals with differences can bring to group activities.</p> <p><b>9.3</b> Experience differences and similarities among people of different backgrounds by participating in activities of national, cultural, and ethnic origins.</p>

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<p><b>5.01</b> Identify, describe, and generalize relationships in which:</p> <p><b>5.01a</b> Quantities change proportionally.</p> <p><b>5.01b</b> Change in one quantity relates to change in a second quantity.</p> <p><b>5.02</b> Translate among symbolic, numeric, verbal, and pictorial representations of number relationships.</p> <p><b>5.03</b> Verify mathematical relationships using:</p> <p><b>5.03a</b> Models, words, and numbers.</p> <p><b>5.03b</b> Order of operations and the identity, commutative, associative, and distributive properties.</p> <p><b>Transition Year Objectives</b></p> <p><b>1.01T</b> Read and write numbers less than one million using standard and expanded notation.</p> <p><b>1.11T</b> Memorize the division facts related to the multiplication facts/tables through 10.</p> <p><b>1.15T</b> Multiply 2- or 3- digit numbers by 1-digit numbers or a 2-digit multiple of 10.</p> <p><b>2.07T</b> Estimate and measure length, capacity and mass using these additional units: miles, kilometers, milliliters, kilograms, and tons.</p>	<p>points from texts to clarify and retain information and ideas.</p> <p><b>3.05</b> Integrates information from two or more sources to expand understanding of texts.</p>	<p>of particular genres such as learning logs and letters of complaint and request.</p> <p><b>4.024</b> Answer open-ended questions</p> <p><b>5.016</b> Concluding statement related to topic</p> <p><b>4.084</b> Transition words</p> <p><b>5.061</b> Logical sequence of nonfiction retells</p> <p><b>4.026</b> Present information /ideas in clear concise manner.</p> <p><b>4.081</b> Clarity of ideas</p> <p><b>5.074</b> Prepositions</p> <p><b>5.042</b> Commas in direct address</p> <p><b>5.052</b> Demonstrates understanding in speaking and writing by appropriate usage of subject/verb agreement.</p>	<p>problems.</p> <p><b>4.02</b> Observe the many tools that are based on designs found in nature.</p> <p><b>4.03</b> Determine how people use simple machines to solve problems.</p> <p><b>4.04</b> Evaluate the attributes of simple machines that can be manipulated or combined to affect outcomes.</p> <p><b>4.05</b> Assess the natural resources necessary to construct machines and tools</p>	<p>Carolina.</p> <p><b>3.01</b> Assess changes in ways of living over time and determine whether the changes are primarily political, economic, or social.</p> <p><b>3.02</b> Identify people, symbols, events, and documents associated with North Carolina's history.</p> <p><b>3.03</b> Examine the Lost Colony and explain its importance in the settlement of North Carolina.</p> <p><b>3.04</b> Compare and contrast ways in which people, goods, and ideas moved in the past with their movement today.</p> <p><b>3.05</b> Describe the political and social history of colonial North Carolina and analyze its influence on the state today.</p>	<p><b>MUSIC &amp; P.E.</b></p> <p><b>11.1</b> Demonstrate movements found in folk dance, square dance, line dance, or other rhythmic activities.</p> <p><b>11.2</b> Create original dances using the elements found in square, folk, line and/or other rhythmic activities.</p> <p><b>11.3</b> Demonstrate ball-handling skills necessary for participation in lead up games and sports.</p> <p><b>11.4</b> Demonstrate accuracy skills necessary for participation in a variety of lead-up games and sports.</p> <p><b>11.5</b> Explore various movement forms including jump rope routines.</p> <p><b>11.6</b> Develop inverted balances using two or more body parts.</p> <p><b>11.7</b> Create movement sequence routines that contain balance, inversion, weight transfer, and landing</p>

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