



Sample Learning Activities	Creating Good Homework Habits	Character Traits
<ul style="list-style-type: none"> <li>• Create a travel brochure of places of interest in North Carolina.</li> <li>• Use maps of North Carolina and the United States to identify mountains, bodies of water and major cities.</li> <li>• List and discuss renewable and nonrenewable resources.</li> <li>• Use more than one simple machine that makes it easier to lift something heavy.</li> <li>• Choose the best tools to measure your height, weight and temperature. Compare them with the best tools to measure the height, weight and temperature of your breakfast food.</li> <li>• Show ways that heat moves.</li> <li>• Put a series of pictures (or cartoons) in a logical sequence.</li> <li>• Create a personal dictionary.</li> <li>• Read a book. Retell the story in your own words.</li> <li>• Use upper and lower case letters in writing.</li> <li>• Keep a list of books you have read in a reading log.</li> <li>• Find the next number in a sequence, such as 6, 12, 18, 24, ____.</li> <li>• Use 2 straws to demonstrate parallel, perpendicular, and intersecting lines.</li> <li>• Demonstrate and explain why 325 is the same as <math>200 + 125</math>; 32 tens 5 ones; <math>300 + 20 + 5</math>; 3 hundreds 2 tens 5 ones.</li> <li>• Measure objects to find their length using customary and metric units.</li> <li>• Use mental math skills to approximate answers such as, “what number could be added to 250 so the sum is 450.”</li> </ul>	<p>Parents can help children develop good work habits. The following tips can help you help your child develop good homework habits:</p> <ul style="list-style-type: none"> <li>• Sit down with your child and schedule a time for completing homework assignments. Homework habits are more easily formed if children work the same time each day.</li> <li>• Help your child choose an appropriate study location such as a quiet corner, a desk, or a comfortable chair. The location can vary with the assignment.</li> <li>• Provide your child with good lighting and necessary materials (pencils and paper, a dictionary, etc.).</li> <li>• Ask your child to describe the assignment before beginning, and later show you the completed work or summarize what he or she learned.</li> <li>• Encourage your child to work on his or her own, but say that you are available for help.</li> <li>• If your child does need help, look over the material before you begin so you are familiar with the assignment.</li> <li>• Be a resource and consultant for your child, but don't hover over him or her with constant advice. Remember that sometimes the best help is a hug, a smile, or a word of approval.</li> <li>• If your child becomes frustrated, put away the assignment for awhile.</li> <li>• Be available to check work.</li> <li>• Praise your child for completing homework.</li> <li>• When possible, help your child relate homework assignments to everyday life and skills.</li> <li>• In general, be encouraging and supportive. Your attitude is contagious.</li> </ul>	<p>Listed below are some character traits that our school system believes are an important part of every child's education. Whenever possible, teachers include these special characteristics in their lessons and classroom activities.</p> <p><b>Courage:</b> Having the determination to do the right thing even when others don't; the strength to follow your conscience rather than the crowd. Attempting difficult things that are worthwhile.</p> <p><b>Good Judgment:</b> Choosing worthy goals and setting proper priorities. Thinking through the consequences of your actions. Basing decisions on practical wisdom and good sense.</p> <p><b>Integrity:</b> Having the inner strength to be truthful, trustworthy, and honest in all things. Acting justly and honorably.</p> <p><b>Kindness:</b> Being considerate, courteous, helpful, and understanding of others. Showing care, compassion, friendship, and generosity. Treating others as you would like to be treated.</p> <p><b>Perseverance:</b> Being persistent in pursuit of worthy objectives in spite of difficulty, opposition, or discouragement. Exhibiting patience and having the fortitude to try again when confronted with delays, mistakes, or failures.</p> <p><b>Respect:</b> Showing high regard for authority, for other people, for self, for property, and for country. Understanding that all people have value as human beings.</p> <p><b>Responsibility:</b> Being dependable in carrying out obligations and duties. Showing reliability and consistency in words and conduct. Being accountable for your own actions. Being committed to active involvement in your community.</p> <p><b>Self-Discipline:</b> Demonstrating hard work and commitment to purpose. Regulating yourself for improvement and restraining from inappropriate behaviors. Being in proper control of your words, actions, impulses, and desires. Choosing abstinence from premarital sex, drugs, alcohol, tobacco, and other harmful substances and behaviors. Doing your best in all situations.</p>

## Computer/Technology Skills

<p><b>Focus Areas:</b></p> <ul style="list-style-type: none"> <li>• Using databases</li> <li>• Using spreadsheets</li> <li>• Responsible and safe use of online resources</li> <li>• Locating information on the Internet</li> <li>• Evaluating information found through telecommunication</li> <li>• Developing word processing documents</li> <li>• Exploring e-mail</li> <li>• Identifying ways technology has changed North Carolina</li> </ul> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Identify, discuss, and visually represent ways technology has changed the lives of people in North Carolina.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize, discuss, and use responsible, ethical, and safe behaviors when using technology resources.</li> <li>• Identify and discuss how spreadsheets are used to calculate and graph data in a variety of settings.</li> </ul> <p><b>Goal 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.</b></p> <ul style="list-style-type: none"> <li>• Sort and search/filter a prepared content area database for information and use correct terms/concepts to explain strategies used as a class activity.</li> <li>• Plan, discuss, and use search strategies with two or more criteria to find information online about North Carolina as a class/group.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, discuss, and use online collaborative tools to collect data for content area assignments/projects.</li> </ul> <p><b>Goal 3: The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.</b></p> <ul style="list-style-type: none"> <li>• Select and use technology tools to collect, analyze, and display information for content assignments.</li> <li>• Locate, select, organize, and present content area information from the Internet for a specific purpose and audience, citing sources.</li> <li>• Use a rubric as a guide to select, evaluate digital resources and information for content and usefulness in content area assignments as a class.</li> </ul>
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## Reading and Writing

The best way to become a better reader is to read and then discuss what you have read with others. Children form lasting impressions at home about reading. If your child sees you reading, noticing books, newspapers, and magazines around the house, and senses that you enjoy reading, your child will copy you and be much more likely to enjoy reading. Spend time talking about what you are reading, as well as what your child is reading.

Children of all ages like to be read to at home. Read to your child often. Let your child choose a story and you choose one that you enjoy also. Remember that libraries not only have books, but also records, tapes, newspapers, story hours for children, puppet shows, and more. Explore the library with your child!

For the child who likes to read, reading is its own reward. For the reluctant reader, praise and encouragement may increase confidence and make reading more fun.

Just as in reading, the best way to become a better writer is to write. If your child sees you writing notes, letters, lists, etc., at home, your child will copy you and be much more likely to enjoy writing. Encourage your child to write by providing him or her with opportunities to experiment with a variety of paper and writing tools (crayons, markers, pencils). Since a child's spoken language is the basis for his or her written language, it is beneficial to engage your child in conversations about his or her experiences and thoughts.

Encourage your child to write by helping him or her translate experiences and thoughts into writing. You can help your child create a product that will be interesting for him or her to read. Some of the ways you can encourage your child to write include:

- keeping a diary on a family trip.
- taking pictures and arranging them in a scrapbook with your child, then writing captions for each picture.
- writing notes and letters to friends and relatives.
- writing short stories about favorite events or activities.
- providing models of good writing by reading to your children everyday.
- displaying your children's written work and talking about that writing.

## Developmental Characteristics

Children develop in a natural sequence of growth, moving through similar, predictable stages of development. We must be careful, however, not to expect all children to move at the same pace. Children are unique individuals and will pass through the developmental stages at their own rates.

Generally, children ages nine to eleven, in grades four and five, are similar in the ways that they learn. They learn by doing, experiencing, and through their senses. Broad characteristics for nine-year-olds are as follows:

### *Physical*

- Is active
- Has growth spurts
- If a girl, is taller and heavier than a boy
- Has increasing strength
- Has gradual increase in speed and accuracy
- Has better control of body
- Moves with more grace and skill
- Develops skill in use of small muscles

### *Social/Emotional*

- Interacts energetically with others
- Has increased ability to work in groups
- Has stable sense of identity
- Compares self to others
- Has wide mood swings
- Has sense of fairness
- Has beginnings of conscience
- Assumes responsibility
- Has difficulty finishing tasks, but feels need to complete
- Becomes more independent, self-motivated
- Values friendship

### *Mental*

- Listens well, wants to discuss
- Displays good concentration, less distractibility
- Classifies by two properties
- Continues to use firsthand experiences to know things
- Enjoys jokes, riddles, puns, language play
- Has increasing short-term memory
- Bases reasoning on direct observation
- Solves problems by trial and error

## Writing Process

**Prewriting** is the process that helps writers get ready to write. The student spends time gathering information, experimenting with ideas, and plotting a course. Time spent on prewriting is essential to the writing process.

**Drafting** is the stage of making choices as to what to write. This is the first link between the prewriting and writing that is intended to communicate with an audience.

**Revising** writing may be the most difficult step in the process. It also is the most important step. Revision is not just the correction of usage and mechanics errors, but the time to decide where or how the communication can be improved.

**Editing** occurs only after the writer feels satisfied with the content and organization of the writing. Writing must be free from errors that distract the reader.

**Publishing** provides a chance for students to complete a product, see themselves as "authors," read with appreciation, and learn from others.

# Language Arts

## ***The learner will develop and apply enabling strategies and skills to read and write.***

- Uses strategies appropriately and automatically when figuring out unknown words
- Uses what he knows about the meanings of root words, prefixes, and suffixes to figure out what a new word might mean
- Identifies key words and discovers their meanings and relationships through a variety of strategies
- Uses context clues to discern the meanings of unfamiliar vocabulary in text
- Increases reading and writing vocabulary through wide reading, word study, knowledge of homophones, homonyms, synonyms, and antonyms, knowledge of multiple meanings of words, seminars, book clubs, discussions, examining author's craft, and through writing
- Uses dictionaries, glossaries, and thesauri to identify and comprehend unknown words
- Reads independently daily from self-selected materials to increase fluency, build background knowledge, and expand vocabulary

## ***The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.***

- Knows when what is being read doesn't make sense and has some strategies to use to help make sense of what he is reading (i.e., reread the text, consult other sources, ask for help, paraphrase, or question)
- Sets a purpose for reading using prior knowledge and text information
- Makes predictions about what is being read before and during reading
- Asks questions about what is being read before, during, and after reading
- Locates relevant information for specific purposes
- Makes connections between what is being read and previous experiences, information, and ideas
- Previews a text and uses what he knows about how that type of text is organized to predict the content of a selection
- Explains choice of reading materials congruent with purposes
- Reads a variety of texts including fiction (legends, novels, folklore, science fiction)
- Reads a variety of texts including nonfiction (autobiographies, informational books, diaries, and journals)
- Reads a variety of texts including poetry (haiku and concrete)
- Reads a variety of texts including drama (plays/skits)
- Determines the plot of a story and supports answer by referring back to the text
- Determines the theme of a story and supports answer by referring back to the text
- Determines the main idea and supporting details of a selection and supports answers by referring back to the text
- Examines how the author chooses words for a selection and the impact that has on the reader

- Determines the mood and finds examples in the text to support that answer
- Recognizes the author's use of figurative language
- Determines the point of view of the author or a character
- Determines the conflict in a story and supports answer by referring back to the text
- Makes inferences, draws conclusions, and makes generalizations and supports by referencing the text
- Summarizes major points from non-fiction texts to clarify and retain information and ideas
- Determines usefulness of information and ideas consistent with purpose
- Verifies the meaning or accuracy of the author's statements by referencing the text or other resources
- Listens actively by asking questions, paraphrasing what was said, interpreting a speaker's verbal and non-verbal messages, and the speaker's purposes or intent

## ***The learner will make connections through the use of oral language, written language, and media and technology.***

- Analyzes the impact of the author's word choice and context
- Examines the reasons for a character's actions
- Examines a character's motives
- Considers a situation or problem from different characters' points of view
- Analyzes differences among genres
- Makes inferences and draws conclusions about characters, events and themes
- Analyzes characters, events, and plots within and between selections and cites supporting evidence
- Considers the ways language and visuals bring characters to life, enhance plot development, and produce a response
- Makes informed judgments about television and film/video productions
- Analyzes and integrates information from one or more sources to expand understanding of text including graphs, charts, and/or maps
- Conducts research on a topic using a variety of sources (print and non-print texts, artifacts, people, libraries, databases, computer networks)

## ***The learner will apply strategies and skills to create oral, written, and visual texts.***

- Reads aloud grade-appropriate text with fluency and expression demonstrating an awareness of volume and pace
- Uses oral and written language to present information in a clear, concise manner
- Uses oral and written language to discuss, interview, solve problems, make decisions, explain own learning, answer open-ended questions, and recount what was read
- Makes oral and written presentations using visual aids with an awareness of purpose and audience
- Writes and shares poetry, essays and letters, narratives, and presentations
- Uses planning strategies to generate topics and to organize ideas (discussing, brainstorming, story mapping, webbing, reading, and note

taking)

- Composes a draft that conveys major ideas and maintains focus on the topic with specific, relevant supporting details by using preliminary plans
- Composes a variety of texts using self-selected and assigned topics and forms including poetry, rules, instructions, journals, and personal narratives
- Composes a variety of texts using self-selected and assigned topics and forms including nonfiction, diaries and logs, and research reports
- Composes a variety of texts using self-selected and assigned topics and forms including personal and imaginative narratives
- Revises writing by improving word choice, sequence of events or ideas, use of transitional words, using varied sentence patterns, clarifying ideas, and including sufficient and relevant elaboration
- Composes learning log entries, letters of complaint and request, personal and imaginative narratives, and research reports
- Uses technology as a tool to gather, organize, and present information

## ***The learner will apply grammar and language conventions to communicate effectively.***

- Uses correct capitalization of names of languages and musical compositions
- Uses commas in a series correctly
- Uses correct capitalization of names of nationalities
- Uses correct punctuation of commas in direct address
- Uses correct punctuation with commas and quotation marks in dialogue
- Uses correct punctuation with apostrophes in possessives
- Uses pronouns appropriately
- Uses appropriate subject and verb agreement
- Maintains the same verb tense (past, present, future) throughout an entire writing piece
- Writes using consistent subjects of sentences
- Writes using simple and compound sentences
- Writes using regular and irregular verbs
- Uses adverbs correctly in speaking and writing
- Uses prepositions appropriately
- Uses coordinating conjunctions appropriately (*and, but, or, nor, for, so, yet*)
- Writes multiple paragraphs with topic sentences, specific, relevant details, logical progression of ideas, coherence, elaboration, and a concluding statement related to the topic
- Uses visual strategies as a source for correct spelling
- Uses meaning based strategies as a resource for correct spelling
- Proofreads and corrects most misspellings with reference to resources (e.g., glossaries, dictionaries, thesauri, computer spell check, other classroom resources)
- Uses established criteria to edit for language conventions and format
- Writes both fiction and nonfiction with a logical sequence
- Keeps on topic in conversations
- Creates readable documents through legible handwriting (cursive) and/or word processing

# Mathematics

## Number and Operation

*Develop number sense for rational numbers 0.01 through 99,999.*

- Connect model, number word, and number using a variety of representations.
- Build understanding of place value (hundredths through ten thousands).
- Compare and order rational numbers.
- Make estimates of rational numbers in appropriate situations.

*Develop fluency with multiplication and division:*

- Two-digit by two-digit multiplication (larger numbers with calculator).
- Up to three-digit by two-digit division (larger numbers with calculator).
- Strategies for multiplying and dividing numbers.
- Estimation of products and quotients in appropriate situations.
- Relationship between operations.

*Solve problems using models, diagrams, and reasoning about fractions and relationships among fractions involving halves, fourths, eighths, thirds, sixths, twelfths, fifths, tenths, hundredths, and mixed numbers.*

*Develop fluency with addition and subtraction of non-negative rational*

*numbers with like denominators, including decimal fractions through hundredths.*

- Develop and analyze strategies for adding and subtracting numbers.
- Estimate sums and differences.
- Judge reasonableness of solutions.

*Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.*

## Measurement

*Develop strategies to determine the area of rectangles and the perimeter of plane figures.*

*Solve problems involving perimeter of plane figures and areas of rectangles.*

## Geometry

*Use the coordinate system to describe the location and relative position of points and draw figures in the first quadrant.*

*Describe the relative position of lines using concepts of parallelism and perpendicularity.*

*Identify, predict, and describe the results of transformations of plane figures.*

- Reflections
- Translations
- Rotations

## Data Analysis & Probability

*Collect, organize, analyze, and display data (including line graphs and bar graphs) to solve problems.*

*Describe the distribution of data using median, range, and mode.*

*Solve problems by comparing two sets of related data.*

*Design experiments and list all possible outcomes and probabilities for an event.*

## Algebra

*Identify, describe, and generalize relationships in which:*

- Quantities change proportionally.
- Change in one quantity relates to change in a second quantity.

*Translate among symbolic, numeric, verbal, and pictorial representations of number relationships.*

*Verify mathematical relationships using:*

- Models, words, and numbers.
- Order of operations and the identity, commutative, associative, and distributive properties.

# Science

The focus for fourth grade students is on analyzing systems and learning how systems work. Thinking about and analyzing systems help students understand the relationships of mass, energy, objects, and organisms. Students learn that systems may be made up of subsystems and that systems have structure and function, feedback, equilibrium, and that there are both open and closed systems. Guide student learning to continue to emphasize the unifying concepts previously introduced (including evidence, explanation, measurement, order, organization and change, and systems) as well as the introduction at grade four of form and function. The strands provide a context for teaching the content throughout all goals. Strands: Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives.

**Goal 1: The learner will make observations and conduct investigations to build an understanding of animal behavior and adaptation.**

- 1.1 Observe and describe how all living and nonliving things affect the life of a particular animal including: other animals, plants, weather, climate.
- 1.2 Observe and record how animals of the same kind differ in some of their characteristics and discuss possible advantages and disadvantages of this variation.
- 1.3 Observe and discuss how behaviors and body structures help animals survive in a particular habitat.
- 1.4 Explain and discuss how humans and other animals can adapt their behavior to live in changing habitats.

1.5 Recognize that humans can understand themselves better by learning about other animals.

**Goal 2: The learner will conduct investigations and use appropriate technology to build an understanding of the composition and uses of rocks and minerals.**

- 2.1 Describe and evaluate the properties of several minerals.
- 2.2 Recognize that minerals have a definite chemical composition and structure, resulting in specific physical properties including: hardness, streak color, luster, magnetism.
- 2.3 Explain how rocks are composed of minerals.
- 2.4 Show that different rocks have different properties.
- 2.5 Discuss and communicate the uses of rocks and minerals.
- 2.6 Classify rocks and rock-forming minerals using student-made rules.
- 2.7 Identify and discuss different rocks and minerals in North Carolina including their role in geologic formations and distinguishing geologic regions.

**Goal 3: The learner will make observations and conduct investigations to build an understanding of magnetism and electricity.**

- 3.1 Observe and investigate the pull of magnets on all materials made of iron and the pushes or pulls on other magnets.
- 3.2 Describe and demonstrate how magnetism can be used to generate electricity.
- 3.3 Design and test an electric circuit as a closed pathway including an energy source, energy conductor, and an energy receiver.

- 3.4 Explain how magnetism is related to electricity.
- 3.5 Describe and explain the parts of a light bulb.
- 3.6 Describe and identify materials that are conductors and non-conductors of electricity.
- 3.7 Observe and investigate that parallel and series circuits have different characteristics.
- 3.8 Observe and investigate the ability of electric circuits to produce light, heat, sound, and magnetic effects.
- 3.9 Recognize lightning as an electrical discharge and show proper safety behavior when lightning occurs.

**Goal 4: The learner will conduct investigations and use appropriate technology to build an understanding of how food provides energy and materials for growth and repair of the body.**

- 4.1 Explain why organisms require energy to live and grow.
- 4.2 Show how calories can be used to compare the chemical energy of different foods.
- 4.3 Discuss how foods provide both energy and nutrients for living organisms.
- 4.4 Identify starches and sugars as carbohydrates.
- 4.5 Determine that foods are made up of a variety of components: carbohydrates, fats, proteins, water, vitamins, minerals.
- 4.6 Observe and investigate properties of foods by testing for: oil, sugar, starch.
- 4.7 Explain the importance of the nutrients in food to human growth, development and function.

# Social Studies

## North Carolina: Geography and History

Fourth grade students proceed from the study of individuals who make a difference in their communities and the world to a study of North Carolina. Students explore geographic regions, landforms, climate, and resources of the state. They learn about the state's social, economic, and political institutions and how these institutions respond to the needs of North Carolinians.

Students build a base of knowledge about economic principles and technological developments, about past experiences in the state and about present day practices. They study the land and its people analyzing the diverse groups that have contributed to the development of North Carolina beginning with the American Indians up to the revolutionary period. Additionally, students have the opportunity to draw parallels between contemporary issues and their historical origins.

**COMPETENCY GOALS OBJECTIVES**  
**Goal 1: The learner will apply the five themes of geography to North Carolina and its people.**

- Locate, in absolute and relative terms, major landforms, bodies of water and natural resources in North Carolina.
- Describe and compare physical and cultural characteristics of the regions.
- Suggest some influences that location has on life in North Carolina such as major cities, recreation areas, industry, and farms.
- Evaluate ways the people of North Carolina used, modified, and adapted to the physical environment, past and present.
- Assess human movement as it relates to the physical environment.

**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.**

- Locate and describe American Indians in North Carolina, past and present.
- Trace the growth and development of immigration to North Carolina, over time from Europe, Asia, and Latin America.

- Describe the similarities and differences among people of North Carolina, past and present.
- Describe how different ethnic groups have influenced culture, customs and history of North Carolina.

**Goal 3: The learner will trace the history of colonization in North Carolina and evaluate its significance for diverse people's ideas.**

- Assess changes in ways of living over time and determine whether the changes are primarily political, economic, or social.
- Identify people, symbols, events, and documents associated with North Carolina's history.
- Examine the Lost Colony and explain its importance in the settlement of North Carolina.
- Compare and contrast ways in which people, goods, and ideas moved in the past with their movement today.
- Describe the political and social history of colonial North Carolina and analyze its influence on the state today.

**Goal 4: The learner will analyze social and political institutions in North Carolina such as government, education, religion, and family and how they structure society, influence behavior, and response to human needs.**

- Assess and evaluate the importance of regional diversity on the development of economic, social, and political institutions in North Carolina.
- Identify religious groups that have influenced life in North Carolina and assess the impact of their beliefs.
- Explain the importance of responsible citizenship and identify ways North Carolinians can participate in civic affairs.
- Examine ways North Carolinians govern themselves and identify major government authorities at the local and state level.
- Identify and assess the role of prominent persons in North Carolina, past and present.

**Goal 5: The learner will examine the impact of various cultural groups on North Carolina.**

- Explain different celebrated holidays, special days, and cultural traditions in North Carolina communities.
- Describe traditional art music and craft forms in North Carolina.
- Describe and compare the cultural characteristics of regions within North Carolina and evaluate their significance.

**Goal 6: The learner will evaluate how North Carolinians apply basic economic principles within the community, state, and nation.**

- Explain the relationship between unlimited wants and limited resources.
- Analyze the choices and opportunity cost involved in economic decisions.
- Categorize the state's resources as natural, human, or capital.
- Assess how the state's natural resources are being used.
- Recognize that money can be used for spending, saving, and paying taxes.
- Analyze the relationship between government services and taxes.
- Describe the ways North Carolina specializes in economic activity and the relationship between specialization and interdependence.
- Cite examples of interdependence in North Carolina's economy and evaluate the significance of economic relationships with other states and nations.

**Goal 7: The learner will recognize how technology influences change within North Carolina.**

- Cite examples from North Carolina's history of the impact of technology.
- Analyze the effect of technology on North Carolina's citizens, past and present.
- Explain how technology changed and influenced the movement of people, goods, and ideas over time.
- Analyze the effect of technology on North Carolina's citizens today.
- Identify the advantages and disadvantages of technology in the lives of North Carolinians.

# Healthful Living

## Focus Areas

- Stress management
- Bullying and violence prevention
- Short term and long term effects of tobacco and other drugs
- Health related fitness testing
- Create movement sequence routines using balance, jumping, landing, weight transfer, and rolling movements
- The mechanics of performance

**Strands:** Mental and Emotional Health, Personal and Consumer Health, Interpersonal Communication and Relationships, Nutrition and Weight Management, Substance Abuse Prevention, Movement Forms, Fitness and Sport Literacy, Healthful Lifestyles, Personal Fitness, Appreciation for Diversity, Social/Personal Responsibility

### **COMPETENCY GOAL 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.**

#### **Objectives**

- 1.01 Identify personal stressors at home, in school, and with friends.
- 1.02 Predict physical and emotional reactions to stressful situations.
- 1.03 Compare and contrast positive and negative strategies for handling stress.
- 1.04 Identify family, school, and community resources as sources of social support to reduce or prevent stress.
- 1.05 Conclude that people have different body shapes, sizes, and other personal characteristics that make them unique.

### **COMPETENCY GOAL 2: The learner will develop knowledge and skills to enhance personal and consumer health.**

#### **Objectives**

- 2.01 Identify problems associated with and measures to control common childhood diseases or conditions such as asthma, allergies, diabetes, and epilepsy.
- 2.02 Identify the basic components and functions of the respiratory system.
- 2.03 Identify the basic components and functions of the immune system.
- 2.04 Summarize methods for preventing the spread of germs that cause communicable diseases.
- 2.05 Summarize patterns of normal physical and emotional development during puberty.
- 2.06 Advocate that it is safe to be a friend of someone who has a disease or health condition (e.g. HIV positive, asthma, or epilepsy).
- 2.07 Identify personal protection equipment needed for sports and recreational activities.
- 2.08 Acquire skills for providing first aid for choking victims, including demonstrating the Heimlich maneuver.
- 2.09 Critique and dispel myths about Sun Protective Factor (SPF) and sunscreen (e.g. Low SPF allows for a "safe" tan; waterproof sunscreen does not have to be reapplied; only individuals with fair complexions need to apply sunscreen, sunscreen is only needed at the beach, you only need a high SPF on an Ozone Alert - code orange day).
- 2.10 Analyze techniques used in advertising health related products and services.

### **COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.**

#### **Objectives**

- 3.01 Infer the effects of facial expressions and body language when communicating with others.

- 3.02 Demonstrate empathy for individuals affected by disease or disability.
- 3.03 Predict situations that might lead to violence.
- 3.04 Demonstrate the ability to seek help or assistance for bullying.

### **COMPETENCY GOAL 4: The learner will apply knowledge and behavior self management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.**

#### **Objectives**

- 4.01 Identify the major components of the digestive system and summarize the digestion process.
- 4.02 Analyze how microorganisms can cause food borne illnesses and demonstrate safe food preparation, handling, cooking, and storing that promotes cleanliness and avoids cross contamination.
- 4.03 Utilize the basic information on food labels to make decisions about the nutritional value of various foods.
- 4.04 Demonstrate the ability to plan healthy meals and snacks that emphasize the principles of My Pyramid.
- 4.05 Summarize the concept and the benefits of eating in moderation.
- 4.06 Distinguish between healthy and unhealthy eating patterns.
- 4.07 Evaluate the benefits of drinking plenty of water, especially before and after physical activity.
- 4.08 Provide examples of how the media and advertisers use persuasive techniques to influence food purchasing decisions.
- 4.09 Summarize the major components and functions of the cardiovascular system.
- 4.10 Analyze the relationship between physical activity and nutrition and the cardiovascular system.

### **COMPETENCY GOAL 5: The learner will choose not to participate in substance abuse.**

#### **Objectives**

- 5.01 Predict short and long-term physical effects of using tobacco.
- 5.02 Summarize dependence and addiction to a drug or substance and identify resources for help.
- 5.03 Summarize motivations for drug use and create healthy alternatives.
- 5.04 Create rational counter-arguments for pressure to use drugs, alcohol, or tobacco products.

### **COMPETENCY GOAL 6: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities (NASPE Standard 1).**

#### **Objectives**

- 6.01 Demonstrate movements found in folk dance, square dance, line dance, or other rhythmic activities.
- 6.02 Create original dances using the elements found in square, folk, line and/or other rhythmic activities.
- 6.03 Demonstrate ball-handling skills necessary for participation in lead up games and sports.
- 6.04 Demonstrate accuracy skills necessary for participation in a variety of lead-up games and sports.
- 6.05 Explore various movement forms

including jump rope routines.

- 6.06 Develop inverted balances using two or more body parts.
- 6.07 Create movement sequence routines that contain balance, inversion, weight transfer, and landing.

### **COMPETENCY GOAL 7: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities (NASPE Standard 2).**

#### **Objectives**

- 7.01 Apply critical elements (cues) of skills to improve personal performances in fundamental and selected specialized skills such as throwing to a moving target.
- 7.02 Use critical elements of fundamental and specialized movement skills to provide feedback to others such as peer assessment.
- 7.03 Describe the mechanics of skill performance in a variety of activity settings such as explaining how to kick.
- 7.04 Summarize safety procedures for riding a bicycle.

### **COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle (NASPE Standard 3).**

#### **Objectives**

- 8.01 Identify personal activity interests and ability.
- 8.02 Consciously recognize the benefits derived from regular moderate to vigorous physical activity.
- 8.03 Chooses to participate in structured and purposeful activity.

### **COMPETENCY GOAL 9: The learner will show evidence of an acceptable level of health-related fitness and be familiar with factors that benefit performance (NASPE Standard 4).**

#### **Objectives**

- 9.01 Complete a valid and reliable pre and post health-enhancing fitness assessment, including monitoring of the heart.
- 9.02 Name the benefits derived from participation in physical activity.
- 9.03 Identify and demonstrate the health related components of fitness.  
Cardiovascular endurance  
Muscular strength and endurance  
Flexibility  
Body Composition
- 9.04 Recognize the relationship between healthy nutrition and exercise in weight management.

### **COMPETENCY GOAL 10: Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (NASPE Standard 5 & 6).**

#### **Objectives**

- 10.01 Identifies positive feelings associated with participation in physical activities.
- 10.02 Chooses to participate cooperatively and productively in-group and individual physical activities.
- 10.03 Selects and practices a skill on which improvement is needed.
- 10.04 Follows directions, activity-specific rules, procedures, and etiquette, with few reminders.
- 10.05 Regularly encourages others and refrains from put-down statements.

Visual Arts	Music	Information Literacy
<p><b>The study of visual arts is cumulative and sequential to include learning introduced and emphasized at previous grade levels. The emphasis at this grade level is on:</b></p> <ul style="list-style-type: none"> <li>• The ability to organize and sequence</li> <li>• Incorporating multi-step processes</li> <li>• Value</li> <li>• North Carolina history, animals, symmetry, narrative writing</li> <li>• Exploring the art of North Carolina</li> <li>• Recognizing the styles of individual artists</li> <li>• Comparing and contrasting art movements</li> </ul> <p><b>Strands:</b> Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting</p> <p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.</li> <li>• Develop skills necessary for understanding and applying media, techniques, and processes.</li> <li>• Organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.</li> <li>• Choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.</li> <li>• Understand the visual arts in relation to history and cultures.</li> <li>• Reflect upon and assess the characteristics and merits of their work and the work of others.</li> <li>• Perceive connections between visual arts and other disciplines.</li> <li>• Develop an awareness of art as an avocation and profession.</li> </ul>	<p><b>The study of music is cumulative and sequential to include learning from previous grade levels. The focus areas for learning at this level include:</b></p> <ul style="list-style-type: none"> <li>• Demonstrating appropriate expressive and technical vocal and instrumental practices</li> <li>• Demonstrating pitch and rhythmic accuracy</li> <li>• Reading and notating rhythmic and melodic patterns</li> <li>• Identifying traditional symbols and terms and using appropriate terminology</li> <li>• Developing skills in improvising, composing, and arranging music</li> <li>• Developing listening, analyzing, and evaluating skills</li> <li>• Developing understanding of music in relation to history, culture, and other content areas</li> <li>• Showing respect for the efforts of others</li> </ul> <p><b>Strands:</b> Creating, Performing, Responding, Understanding</p> <p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Sing, alone and with others, a varied repertoire of music.</li> <li>• Play on instruments, alone and with others, a varied repertoire of music.</li> <li>• Improvise melodies, variations, and accompaniments.</li> <li>• Compose and arrange music within specified guidelines.</li> <li>• Read and notate music.</li> <li>• Listen to, analyze, and describe music.</li> <li>• Evaluate music and music performances.</li> <li>• Understand relationships between music, the other arts, and content areas outside the arts.</li> <li>• Understand music in relation to history and culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences</li> <li>• Demonstrate appropriate care of resources</li> <li>• Acknowledge ownership of ideas</li> <li>• Identify elements of composition</li> <li>• Identify characteristics of various genres</li> <li>• Select and use independently, both within and outside the school, a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia)</li> <li>• Recognize that ideas are produced in a variety of formats</li> <li>• Identify characteristics and advantages of various media formats</li> <li>• Identify and apply published criteria of excellence in selecting resources</li> <li>• Recognize the diversity of ideas and thoughts by exploring a variety of resources and formats</li> <li>• Develop and communicate personal criteria for selecting resources for information needs and enjoyment</li> <li>• Determine usefulness of information resources</li> <li>• Recognize the power of media to influence</li> <li>• Describe personal cultural heritage and environment</li> <li>• Identify bias and stereotypes</li> <li>• Relate cultural similarities and differences to personal life experiences</li> <li>• Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic, and historical events</li> <li>• Identify information needs and formulate questions about them</li> <li>• Describe several research models</li> <li>• Develop a search strategy which includes continuous evaluation of both the research process and the information gathered</li> <li>• Follow acceptable use guidelines (AUP/ IUP) in accessing information</li> <li>• Gather, organize, and use information, crediting sources</li> <li>• Apply fair use guidelines and comply with the Copyright Law (P.L. 94-553)</li> <li>• Present information in a variety of media formats appropriate to audience and purpose, and evaluate the product</li> <li>• Respond to reading, listening, viewing experiences orally, artistically, dramatically through various formats</li> <li>• Collaborate with others, both in person and through technologies, to identify information problems and to design, develop and evaluate information products and solutions</li> </ul>
<b>Academically Gifted</b>		
<p>For information on the Academically Gifted Program, please contact your school's AG Resource Teacher. Informational brochures are available at each school.</p>		
<b>Guidance</b>		
<p><b>The learner will demonstrate a positive attitude toward self as a unique and worthy person by being able to:</b></p> <ul style="list-style-type: none"> <li>• Define and discuss the meaning of self-concept.</li> <li>• Describe how understanding differences among people helps one understand her/himself.</li> </ul> <p><b>The learner will demonstrate life-planning skills that are consistent with needs, interests, and abilities by being able to:</b></p> <ul style="list-style-type: none"> <li>• Describe workers in terms of the work performed.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the importance of familiar jobs in the community.</li> <li>• Recognize the diverse world of work.</li> <li>• Describe ways that basic skills are used at home and at work.</li> <li>• Understand how she/he relies on basic skills.</li> </ul> <p><b>The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society by being able to:</b></p> <ul style="list-style-type: none"> <li>• Develop effective interpersonal relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Show understanding of self-discipline and responsibility as important characteristics of citizenship.</li> <li>• Define her/his own citizenship responsibilities within the family, school, and community.</li> </ul> <p><b>The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing, and changing by being able to:</b></p> <ul style="list-style-type: none"> <li>• Distinguish between fact and opinion.</li> </ul>