

WSFCS English/Language Arts Standards for Highly Academically Gifted Fourth Grade

First Quarter Expectations	Second Quarter Expectations	Third Quarter Expectations	Fourth Quarter Expectations
<p>*Reading:</p> <ul style="list-style-type: none"> • Uses word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, and semantic). • Expands and refines vocabulary through knowledge of prefixes, suffixes, context clues, and etymologies to assist comprehension. • Uses word reference materials (e.g., glossary, dictionary, thesaurus, online resource tools) to comprehend unfamiliar words. • Reads a variety of texts including legends, novels, science fiction, autobiographies, informational texts, journals • Responds to text using interpretive, critical, and evaluative processes by: analyzing author’s word choice and characters’ actions and 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. • Conducts research using technology. 	<p>*Reading:</p> <ul style="list-style-type: none"> • Identifies and interprets elements of fiction and nonfiction and supports by referencing the text to determine the: plot, theme, main idea, supporting details, author’s choice of words, and mood, • Identifies elements of fiction and nonfiction and support by referencing the text to determine the: plot development, author’s choice of words, and effectiveness of figurative language (e.g., personification, flashback, and tone). • Identifies key words and discovers their meanings and relationships. • Increases reading and writing vocabulary. • Uses metacognitive strategies to comprehend text and to clarify the meaning of vocabulary. • Identifies and interprets elements of fiction and nonfiction and identify plot, theme, and main idea. • Evaluates inferences, conclusions, and generalizations. • Conducts research using a variety of sources. 	<p>*Reading:</p> <ul style="list-style-type: none"> • Justifies evaluation of characters and events from different selections by citing supporting evidence in the text or texts • Reads a variety of texts representing different genres. • Summarizes major points from and nonfiction to clarify and retain information and ideas. • Uses metacognitive strategies independently and flexibly to monitor comprehension and to extend vocabulary. • Interacts with text by making predictions, formulating questions, supporting answers from textual information, previous experiences, and/or other sources. • Integrates main idea and supporting details from multiple sources to expand understanding of texts. • Evaluates inferences, conclusions, and generalizations. • Conducts research using a variety of sources. 	<p>*Reading:</p> <ul style="list-style-type: none"> • Justifies evaluation of characters and events from different selection by citing supporting evidence in the text(s). • Evaluates usefulness and validity of resources. • Identifies and elaborates on examples of bias, propaganda, and stereotyping. • Makes informed judgments about bias, propaganda, stereotyping, and media techniques. • Reads a variety of texts representing different genres. • Uses metacognitive strategies independently and flexibly to monitor comprehension and to extend vocabulary. • Identifies and interprets elements of fiction and nonfiction and identify plot, theme, and main idea. • Evaluates inferences, conclusions, and generalizations. • Conducts research using a variety of sources.

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<p>*Language Arts:</p> <ul style="list-style-type: none"> • Uses oral and written language to present information and ideas in a clear, concise manner; discuss; interview; solve problems; make decisions. • Makes oral and written presentations using visual aids with an awareness of purpose and audience. • Uses planning strategies to generate topics and organize ideas. • Composes fiction, nonfiction, poetry, and drama using self-selected topics and forms. • Produces work that follows the conventions of particular genres (e.g., personal and imaginative narratives, research reports, learning logs, letters of request, and letters of complaint). • Uses technology as a tool to gather, organize, and present information. 	<p>*Language Arts:</p> <ul style="list-style-type: none"> • Uses a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline. • Composes a draft that conveys major ideas and maintains focus on the topic with specific, relevant, and supporting details. • Uses correct capitalization and punctuations. • Demonstrates understanding in speaking and writing by appropriate usage of pronouns, subject/verb agreement, verb tense consistency, and subject consistency. • Elaborates information and ideas in writing and speaking by using prepositional phrases, transitions, and coordinating and/or subordinating conjunctions. • Composes multiple paragraphs with topic sentences, supporting details, logical progression of ideas, coherence and a concluding statement. 	<p>*Language Arts:</p> <ul style="list-style-type: none"> • Demonstrates understanding in speaking and writing by appropriate usage of troublesome verbs, nominative, objective, and possessive pronouns. • Makes oral and written presentations to inform or persuade while selecting vocabulary for impact. • Focuses revisions on target elements by improving word choice, creating simple and complex sentences for clarity or impact. • Listens actively and critically by asking questions, delving deeper into the topic, elaborating on the information, evaluating the information, and making judgments. • Identifies strategies used by a speaker or writer to inform, entertain, or influence an audience. • Produces work that follows the conventions of a particular genre (e.g., essay feature story business letter). 	<p>*Language Arts:</p> <ul style="list-style-type: none"> • Selects a self-evaluated composition for publication and justify the rationale for the selection (reflection). • Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content. • Spells most commonly used words accurately using a multi-strategy approach to the learning of new spellings. • Edits final products for grammar, language conventions, and format. • Listens actively and critically by asking questions, delving deeper into the topic • Produces work that follows the conventions of a particular genre (e.g., essay feature story business letter).

WSFCS Mathematics Standards for Highly Academically Gifted Fourth Grade

First Quarter Expectations	Second Quarter Expectations	Third Quarter Expectations	Fourth Quarter Expectations
<p>*Mathematics: <u>Number & Operations</u></p> <ul style="list-style-type: none"> • Develops number sense for rational numbers (0.001 through 999,999) <ol style="list-style-type: none"> 1. Connects model, number word, and number using a variety of representations 2. Builds understanding of place value (thousandths through hundred thousands) 3. Compares and orders whole numbers and decimals 4. Estimates whole numbers and decimals in appropriate situations 5. Develops and analyzes strategies for addition and subtraction 6. Estimates sums and differences 7. Judges reasonableness of solutions • Develops fluency with multiplication and division: <ol style="list-style-type: none"> 1. Two-digit by two-digit multiplication (larger numbers with calculator) 2. Up to three-digit by two-digit division (larger numbers with calculator) 3. Strategies for multiplying and dividing 4. Estimations of products and quotients in appropriate situations 5. Relationships between operations 	<p>*Mathematics: <u>Number & Operations</u></p> <ul style="list-style-type: none"> • Demonstrates fluency with multiplication and division • Develops flexibility in solving problems by selecting multiple strategies and using mental computation, estimation, calculators, computers, and paper and pencil <p><u>Measurement</u></p> <ul style="list-style-type: none"> • Solves problems involving elapsed time • Estimates and measures using appropriate units <ol style="list-style-type: none"> 1. Capacity (cups, pints, quarts, gallons, liters) 2. Length (miles, kilometers) 3. Mass (ounces, pounds, grams, kilograms) • Develops strategies to determine area of rectangles and perimeter of plane figures • Develops strategies to determine the area and circumference of circles • Solves problems involving perimeter of plane figures and areas of rectangles • Solves problems involving perimeter, area and surface area by applying to daily living 	<p>*Mathematics: <u>Number & Operations</u></p> <ul style="list-style-type: none"> • Uses models, diagrams, and reasoning about fractions and relationships for problem solving: <ol style="list-style-type: none"> 1. Halves, fourths, eighths; 2. Thirds, sixths, twelfths; 3. Fifths, tenths, hundredths, thousandths; 4. Mixed numbers • Develops fluency with addition and subtraction of non-negative rational numbers with like denominators (including decimal fractions through hundredths) • Develops fluency in adding and subtracting non-negative rational numbers: <ol style="list-style-type: none"> 1. Halves, fourths, eighths; 2. Thirds, sixths, twelfths; 3. Fifths, tenths, hundredths, thousandths; 4. Mixed numbers • Recognizes relationships between decimals, fractions and percents • Multiplies and divides fractions • Develops flexibility in solving problems by selecting multiple strategies and using mental computation, estimation, calculators, computers, and paper and pencil 	<p>*Mathematics: <u>Number & Operations</u></p> <ul style="list-style-type: none"> • Develops flexibility in solving problems by selecting multiple strategies and using mental computation, estimation, calculators, computers, and paper and pencil <p><u>Measurement</u></p> <ul style="list-style-type: none"> • Identifies, estimates, and measures the angles of plane figures using appropriate tools <p><u>Geometry</u></p> <ul style="list-style-type: none"> • Identifies, defines, describes and represents triangles, quadrilaterals, and other polygons • Makes and tests predictions about properties of polygons; solves problems involving properties (sum of measures of interior angles; lengths of sides and diagonals; parallel and perpendicular sides and diagonals) • Classifies plane figures by symmetry (line, rotational) • Solves problems involving properties of triangles, quadrilaterals, and other polygons • Uses the coordinate system to describe location and relative position of points • Draws figures in all four quadrants

WSFCS Mathematics Standards for Highly Academically Gifted Fourth Grade (cont'd)

First Quarter Expectations	Second Quarter Expectations	Third Quarter Expectations	Fourth Quarter Expectations
<p>*Mathematics: <u>Number & Operations (cont'd)</u></p> <ul style="list-style-type: none"> Develops flexibility in solving problems by selecting multiple strategies and using mental computation, estimation, calculators, computers, and paper and pencil <p><u>Geometry</u></p> <ul style="list-style-type: none"> Uses the coordinate system to describe locations and positions of points Draws figures in first quadrant <p><u>Data Analysis & Probability</u></p> <ul style="list-style-type: none"> Collects, organizes, analyzes, and displays data (including stem-and-leaf plots) to solve problems Solves problems by comparing two sets of related data Compares and contrasts different ways to represent the same data; discusses effectiveness of each representation Describes distribution of data using median, range and mode Solves problems from a single set or multiple sets of data using median, range and mode Solves problems involving data by using mean/average <p>6.</p>	<p>*Mathematics: <u>Algebra</u></p> <ul style="list-style-type: none"> Translates among symbolic, numeric, verbal, and pictorial representations of number relationships Verifies mathematical relationships using: <ol style="list-style-type: none"> Models, words and numbers Order of operations and the identity, commutative, associative, and distributive properties 	<p>*Mathematics:</p>	<p>*Mathematics: <u>Geometry (cont'd)</u></p> <ul style="list-style-type: none"> Identifies, predicts, and describes transformations of plane figures <ol style="list-style-type: none"> Reflections Translations Rotations <p><u>Data Analysis & Probability</u></p> <ul style="list-style-type: none"> Designs experiments and lists all possible outcomes and probabilities for an event <p><u>Algebra</u></p> <ul style="list-style-type: none"> Identifies, describes, and generalizes number relationships when quantities change proportionally Uses algebraic expressions, patterns, and one-step equations and inequalities to solve problems Identifies, describes, and analyzes situations involving constant or varying rates of change

WSFCS Science Essential Standards for Fourth Grade

First Quarter Expectations	Second Quarter Expectations	Third Quarter Expectations	Fourth Quarter Expectations
<p>*Science: Explains the causes of day and night and phases of the moon</p> <ul style="list-style-type: none"> Explains the cause of day and night based on the rotation of Earth on its axis Explains the monthly changes in the appearance of the moon, based on the moon’s orbit around the Earth <p>Understands the use of fossils and changes in the surface of the earth as evidence of the history of Earth and its changing life forms</p> <ul style="list-style-type: none"> Compares fossils (including molds, casts, and preserved parts of plants and animals) to one another and to living organisms Infers ideas about Earth’s early environments from fossils of plants and animals that lived long ago Gives examples of how the surface of the earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes 	<p>*Science: Understands the effects of environmental changes, adaptations and behaviors that enable animals (including humans) to survive in changing habitats</p> <ul style="list-style-type: none"> Gives examples of changes in an organism’s environment that are beneficial to it and some that are harmful Explains how animals meet their needs by using behaviors in response to information received from the environment Explains how humans can adapt their behavior to live in changing habitats (e.g., recycling wastes, establishing rain gardens, planting trees and shrubs to prevent flooding and erosion) Explains how differences among animals of the same population sometimes give individuals an advantage in surviving and reproducing in changing habitats <p>Understands food and the benefits of vitamins, minerals and exercise</p> <ul style="list-style-type: none"> Classifies substances as food or non-food items based on their ability to provide energy and materials for survival, growth and repair of the body Explains the role of vitamins, minerals and exercise in maintaining a healthy body 	<p>* Science: Explains how various forces affect the motion of an object</p> <ul style="list-style-type: none"> Explains how magnets interact with all things made of iron and with other magnets to produce motion without touching them Explains how electrically charged objects push or pull on other electrically charged objects and produce motion <p>Recognizes that energy takes various forms that may be grouped based on their interaction with matter</p> <ul style="list-style-type: none"> Recognizes the basic forms of energy (light, sound, heat, electrical, and magnetic) as the ability to cause motion or create change Recognizes that light travels in a straight line until it strikes an object or travels from one medium to another, and that light can be reflected, refracted, and absorbed 	<p>* Science: Understands the composition and properties of matter before and after they undergo a change or interaction</p> <ul style="list-style-type: none"> Compares the physical properties of samples of matter: (strength, hardness, flexibility, ability to conduct heat, ability to conduct electricity, ability to be attracted by magnets, reactions to water and fire) Explains how minerals are identified using tests for the physical properties of hardness, color, luster, cleavage and streak Classifies rocks as metamorphic, sedimentary or igneous based on their composition, how they are formed and the processes that create them

WSFCS Social Studies Essential Standards for Fourth Grade

First Quarter Expectations	Second Quarter Expectations	Third Quarter Expectations	Fourth Quarter Expectations
<p>*Social Studies: Understands the development, structure and function of North Carolina’s government</p> <ul style="list-style-type: none"> Summarizes the key principles and revisions of the North Carolina Constitution Compares the roles and responsibilities of state elected leaders Explains the influence of the colonial history of North Carolina on the governing documents of our state Compares North Carolina’s government with local governments <p>Analyzes the North Carolina Constitution</p> <ul style="list-style-type: none"> Analyzes the preamble and articles of the North Carolina Constitution in terms of rights and responsibilities Gives examples of rights and responsibilities of citizens according to North Carolina Constitution Differentiates between rights and responsibilities reflected in the North Carolina Constitution 	<p>*Social Studies: Analyzes the chronology of key historical events in North Carolina history</p> <ul style="list-style-type: none"> Summarizes the change in cultures, everyday life and status of indigenous American Indian groups in NC before and after European exploration Explains how and why North Carolina was established Explains how people, events and developments brought about changes to communities in various regions of N.C. Analyzes North Carolina’s role in major conflicts and wars from the Pre-colonial period through Reconstruction <p>Understands the impact of various cultural groups on North Carolina</p> <ul style="list-style-type: none"> Explains how the settlement of people from various cultures affected the development of regions in North Carolina (languages, foods, and traditions) Explains how the artistic expression of various groups represents the cultural heritage of North Carolina <p>Understands how notable structures, symbols, and place names are significant to North Carolina</p> <ul style="list-style-type: none"> Explains why important buildings, statues, monuments, and place names are associated with the state's history Explains the historical significance of North Carolina’s state symbols 	<p>*Social Studies: Understands how human, environmental, and technological factors affect the growth and development of North Carolina</p> <ul style="list-style-type: none"> Summarizes changes that have occurred in North Carolina since statehood (population growth, transportation, communication, landscape) Explains the impact that human activity has on the availability of natural resources in North Carolina Gives examples of the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment Explains the impact of technology (communication, transportation, inventions) on North Carolina’s citizens, past and present 	<p>*Social Studies: Understands how a market economy impacts life in North Carolina</p> <ul style="list-style-type: none"> Understands the basic concepts of a market economy: supply, demand, scarcity, productivity, and entrepreneurship Understands how scarcity and choice in a market economy impacts business decisions Analyzes the historical and contemporary role that major North Carolina industries have played in the state, nation, and world Explains the impact of entrepreneurship on the economy of North Carolina <p>Understands the economic factors when making personal choices</p> <ul style="list-style-type: none"> Explains how personal financial decisions such as spending, saving, and paying taxes, can positively and/or negatively affect everyday life Explains how limited personal financial resources affect the choices people make based on their wants and needs

WSFCS Enrichment Areas Throughout the Year for Fourth Grade

<p>*Visual Arts</p> <ul style="list-style-type: none"> • Uses the language of visual arts to communicate effectively by applying critical thinking skills to discuss works of art • Recognizes key contributions of North Carolina artists in art history • Exemplifies connections between visual arts and other disciplines such as math, language arts, science, social studies, and the other arts • Evaluates personal work in progress and at completion through guided questioning • Uses ideas and imagery from the global environment as sources for creating art • Consistently demonstrates an understanding of concepts taught in the classroom • Creates art using a variety of tools, media, and processes safely 	<p>*Music</p> <ul style="list-style-type: none"> • Reads whole, half, dotted half, quarter, and eighth note and quarter rest duration in 2/4, 3/4, and 4/4 meters • Identifies symbols and traditional terms referring to expressive qualities, including dynamics and tempo • Participates in class through singing, moving, classroom activities and the playing of instruments 	<p>*Physical Education/Healthful Living</p> <ul style="list-style-type: none"> • Uses praise and other types of encouragement appropriately • Accepts responsibility for one’s own performance without blaming others • Demonstrates an understanding of a simplified version of the Perceived Exertion Scale for determining physical activity while participating in a variety of selected MVPAs • Participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >20 minutes of time during the school day and understands the cumulative effect of physical activity • Understands all five obesity prevention health behaviors • Demonstrates the concept of target heart rate and how to monitor it with and without technology • Understands all five health-related fitness assessments and the associated exercises that develop muscular strength, endurance, and flexibility in a variety of muscle groups • Demonstrates changes in speed with different pathways, levels, and directions in game-like settings • Performs a series of basic square dance steps • Demonstrates the five manipulative skills showing all critical elements with partners, drills and lead-up games • Demonstrates how to throw to a stationary partner, while moving, at varying distances • Demonstrates how to combine manipulative skills with partners and in drills
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