

North Carolina Standard Course of Study Objectives:

English Language Arts

COMPETENCY GOAL 1

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

Objectives

1.03 Identify key words and discover their meanings and relationships through a variety of strategies.

1.04 Increase reading and writing vocabulary through:

- wide reading.
- word study.
- knowledge of homophones, synonyms, antonyms, and homonyms.
- knowledge of multiple meanings of words.
- writing process elements.
- writing as a tool for learning.
- seminars.
- book clubs.
- discussions.
- examining the author's craft.

1.05 Use word reference materials (e.g., glossary, dictionary, thesaurus) to identify and comprehend unknown words.

COMPETENCY GOAL 2

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

Objectives

2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details, setting).

2.02 Interact with the text before, during, and after reading, listening, and viewing by:

- setting a purpose using prior knowledge and text information.
- making predictions.
- formulating questions.
- locating relevant information.
- making connections with previous experiences, information, and ideas.

2.03 Read a variety of texts, including:

- fiction (legends, novels, folklore, science fiction).
- drama (skits, plays).
- nonfiction (autobiographies, diaries, informational books, journals).
- poetry (concrete, haiku).

2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:

- plot.
- theme.
- main idea and supporting details.
- author's choice of words.
- mood.
- author's use of figurative language.

2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text.

2.06 Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas.

COMPETENCY GOAL 3

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

Objectives

3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:

- analyzing the impact of authors' word choice and context.
- examining the reasons for characters' actions.
- identifying and examining characters' motives.
- considering a situation or problem from different characters' points of view.
- analyzing differences among genres.
- making inferences and drawing conclusions about characters, events, and themes.

3.05 Analyze and integrate information from one or more sources to expand understanding of text including graphs, charts, and/or maps.

3.06 Conduct research for assigned projects or self-selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

COMPETENCY GOAL 4

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

Objectives

4.02 Use oral and written language to:

- present information and ideas in a clear, concise manner.
- discuss.
- interview.
- solve problems.
- make decisions.

4.05 Use planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion).

4.06 Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans.

4.07 Compose fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions).

4.08 Focus revision on a specific element such as:

- word choice.
- sequence of events and ideas.

4.09 Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, letters of complaint).

4.10 Use technology as a tool to gather, organize, and present information.

COMPETENCY GOAL 5

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

Objectives

5.04 Compose multiple paragraphs with:

- topic sentences.
- specific, relevant details.
- logical progression and movement of ideas.
- coherence.
- elaboration.
- concluding statement related to the topic.

Mathematics

COMPETENCY GOAL 1

The learner will read, write, model, and compute with non-negative rational numbers

Objectives

- 1.01 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.
 - d) Make estimates of rational numbers in appropriate situations.
- 1.02 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.
 - Relationships between operations.
- 1.03 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.
- 1.04 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 the reasonableness of solutions.
- 1.05 Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.

COMPETENCY GOAL 2

The learner will understand and use perimeter and area

Objectives

- 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.

COMPETENCY GOAL 3

The learner will recognize and use geometric properties and relationships

Objectives

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

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

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

- a. Reflections.
- b. Translations.
- c. Rotations.

COMPETENCY GOAL 4

The learner will understand and use graphs, probability, and data analysis

Objectives

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

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

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

COMPETENCY GOAL 5

The learner will demonstrate an understanding of mathematical relationships

Objectives

5.01 Identify, describe, and generalize relationships in which:

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

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

Information Skills

COMPETENCY GOAL 1

The learner will EXPLORE sources and formats for reading, listening, and viewing purposes

Objectives

1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.

1.04 Acknowledge ownership of ideas.

COMPETENCY GOAL 2

The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats

Objectives

2.06 Recognize the power of media to influence.

COMPETENCY GOAL 4

The learner will EXPLORE and USE research processes to meet information needs

Objectives

4.05 Gather information.

4.07 Organize and use information.

4.09 Present information in a variety of formats (print, graphical, audio, video, multimedia).

COMPETENCY GOAL 5

The learner will COMMUNICATE reading, listening, and viewing experiences

Objectives

5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats (e.g. print, multimedia).

Computer Technology Skills

COMPETENCY 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.

Objective

1.03 Recognize, discuss, and use responsible, ethical, and safe behaviors when using technology resource.

1.04 Recognize that Copyright Laws protect creative work of individuals/groups/companies by citing source.

1.07: Identify, discuss, and visually represent how and why databases are used in North Carolina (e.g., schools, government, business, and science) to collect and organize information. Strand - Database

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). Strand – Spreadsheet

COMPETENCY GOAL 2

The learner will demonstrate knowledge and skills in the use of computer and other technologies.

2.01: Sort and search/filter a prepared content area database for information and use correct terms/concepts to explain strategies used as a class activity. Strand - Database

2.02: Plan and use two criteria to search/filter prepared databases to locate and organize information for content assignments. Strand - Database

2.03: Identify, discuss, and use the spreadsheet terms/concepts (e.g., cell, column, row, values, labels, graph, formula). Strand - Spreadsheet

2.04: Enter/edit data in prepared spreadsheets to perform calculations using simple formulas (+, -, *, /) and observe the changes that occur. Spread - Spreadsheet

2.05: Use spreadsheets and graphs to organize, calculate, and display data in content areas. Strand – Spreadsheet

2.09: Recognize and discuss guidelines for media (e.g., personal information, images, content, language) to consider in developing multimedia projects as a class/group. Strand - Multimedia/Presentation

2.10: Storyboard and modify multimedia projects with menus, branching and/or multiple outcomes for content areas, citing sources as a group activity. Strand - Multimedia/Presentation

COMPETENCY GOAL 3

The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.

Objectives

3.01: Select and use technology tools (e.g., probe ware, digital camera, scanners) to collect, analyze, and display information for content assignments. Strand - Societal/Ethical Issues

3.06: Use word processing as a tool for writing, editing, and publishing paragraphs, stories, and assignments. Strand-KeyBoard Utilization/Word Processing/Desk Top Publishing

3.07: Locate, select, organize, and present content area information from the Internet for a specific purpose and audience, citing sources. Strand - Telecommunications/Internet

3.08 Use a rubric as a guide to select and evaluate digital resources and information for content and usefulness in content area assignments as a class. (6)

Social Studies

COMPETENCY GOAL 1

The learner will apply the five themes of geography to North Carolina and its people.

Objectives

1.01: Locate, in absolute and relative terms, major landforms, bodies of water and natural resources in North Carolina.

1.02: Describe and compare physical and cultural characteristics of the regions.

1.03: Suggest some influences that location has on life in North Carolina such as major cities, recreation areas, industry, and farms.

1.04 Evaluate ways the people of North Carolina used, modified, and adapted to the physical environment, past and present.

COMPETENCY 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.

Objectives

2.01: Locate and describe American Indians in North Carolina, past and present.

2.03: Describe the similarities and differences among people of North Carolina, past and present.

2.04: Describe how different ethnic groups have influenced culture, customs and history of North Carolina.

COMPETENCY 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 respond to human needs.

Objectives

4.04: Examine ways North Carolinians govern themselves and identify major government authorities at the local and state level.

COMPETENCY GOAL 5

The learner will examine the impact of various cultural groups on North Carolina.

Objectives

5.01: Explain different celebrated holidays, special days, and cultural traditions in North Carolina communities.

COMPETENCY GOAL 6

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

6.03: Categorize the state's resources as natural, human, or capital.

6.04: Assess how the state's natural resources are being used.

6.08: Cite examples of interdependence in North Carolina's economy and evaluate the significance of economic relationships with other states and nations.

COMPETENCY GOAL 7

The learner will recognize how technology influences change within North Carolina.

7.02: Analyze the effect of technology on North Carolina's citizens, past and present.

7.04: Analyze the effect of technology on North Carolina citizens today.

Science

COMPETENCY GOAL 1

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

Objectives

1.01 Observe and describe how all living and nonliving things affect the life of a particular animal including:

- Other animals.
- Plants.
- Weather.
- Climate.

1.02 Observe and record how animals of the same kind differ in some of their characteristics and discuss possible advantages and disadvantages of this variation.

1.03 Observe and discuss how behaviors and body structures help animals survive in a particular habitat.

1.04 Explain and discuss how humans and other animals can adapt their behavior to live in changing habitats.

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

COMPETENCY GOAL 2

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

Objectives

2.05 Discuss and communicate the uses of rocks and minerals.

2.07 Identify and discuss different rocks and minerals in North Carolina including their role in geologic formations and distinguishing geologic regions.

Healthful Living

COMPETENCY GOAL 1

The learner will develop knowledge and skills to enhance mental and emotional well-being.

1.02: Predict physical and emotional reactions to stressful situations.

1.03: Compare and contrast positive and negative strategies for handling 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.

2.04: Summarize methods for preventing the spread of germs that cause communicable diseases.

COMPETENCY GOAL 3

The learner will develop healthy and effective interpersonal communication and relationship skills.

3.03: Predict situations that might lead to violence.

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.

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.

4.04: 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.

4.08: Provide examples of how the media and advertisers use persuasive techniques to influence food purchasing decisions.

