**Social Studies**

**2.01** Locate and describe American Indians in NC, past and present.

**2.02** Trace the growth and development of immigration to NC, over time from Europe, Asia, and Latin America.

**2.03** Describe the similarities and differences among people of NC, past and present.

**2.04** Describe how different ethnic groups have influenced culture, customs, and history of NC.

**5.01** Explain different celebrated holidays, special days, and cultural traditions in NC communities.

**5.02** Describe traditional art, music, and craft forms in NC.

**5.03** Describe and compare the cultural characteristics of regions within NC and evaluate their significance.

2nd Quarter

Curriculum & Standards

**Science**

**Magnets, Electricity, Minerals, & Rocks** (9 weeks)

**4.P.1.1** Explain how magnets interact with all things made of iron and with other magnets to produce motion without touching them.

**4.P.1.2** Explain how electrically charged objects push or pull on other electrically charged objects-electrical charges can result in attraction, repulsion and electrical discharge.

**4.P.2.2** Explain how minerals are identified using tests for the physical properties of hardness, color, luster, cleavage and streak.

**4.P.2.3** Classify rocks as metamorphic, sedimentary, or igneous based on their composition, how they are formed and the processes that create them.

**Math**

**Unit 3: Multiple Towers and Division Stories (19 days)**

[**4.OA.1**](http://www.corestandards.org/Math/Content/4/OA/A/1/)Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

[**4.OA.2**](http://www.corestandards.org/Math/Content/4/OA/A/2/) Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.1

[*4.OA.3*](http://www.corestandards.org/Math/Content/4/OA/A/3/) *Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.*

*Gain familiarity with factors and multiples.*

[**4.OA.4**](http://www.corestandards.org/Math/Content/4/OA/B/4/)Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

[***4.NBT.5***](http://www.corestandards.org/Math/Content/4/NBT/B/5/) *Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.*

[***4.NBT.6***](http://www.corestandards.org/Math/Content/4/NBT/B/6/) *Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.*

**CMS Geometry Unit (18 days)**

**Geometric measurement: understand concepts of angle and measure angles.**

[**4.MD.5**](http://www.corestandards.org/Math/Content/4/MD/C/5/) Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

[**4.MD.5.A**](http://www.corestandards.org/Math/Content/4/MD/C/5/a/)An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.

[**4.MD.5.B**](http://www.corestandards.org/Math/Content/4/MD/C/5/b/)An angle that turns through n one-degree angles is said to have an angle measure of n degrees.

[**4.MD.6**](http://www.corestandards.org/Math/Content/4/MD/C/6/) Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

[**4.MD.7**](http://www.corestandards.org/Math/Content/4/MD/C/7/) Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

**Draw and identify lines and angles, and classify shapes by properties of their lines and angles.**

[**4.G.1**](http://www.corestandards.org/Math/Content/4/G/A/1/) Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

[**4.G.2**](http://www.corestandards.org/Math/Content/4/G/A/2/)Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

[**4.G.3**](http://www.corestandards.org/Math/Content/4/G/A/3/) Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

**Unit 6: Fraction Cards and Decimal Squares (34 days (8 days in quarter 2))**

**See quarter 3**