

Social Studies
4th Grade

Outcome: **SS.4.1** Students will apply their knowledge of map skills by reading a variety of maps to compare and contrast the different U.S. regions, states, and the state of Illinois.

Components: **SS.4.1.1** – Use different types of maps: climate, resource, economic, physical, political, population to gather information about people, places, and environments.

SS.4.1.2 – Identify states and capitals in each region.

SS.4.1.3 – Use map skills of elevation, latitude, longitude, contour features, landforms, natural resources, coordinates. (These are introduction skills)

SS.4.1.4 – Analyze the relationship among location of resources, population distribution, and economic activities.

Outcome: **SS.4.2** Students will use a variety of resources to analyze past and present life in the Northeast region and the United States. (Timelines, artifacts, documents, literature, and images, etc.)

Components: **SS.4.2.1** – Describe the various individual motives for settling colonial America.

SS.4.2.2 – Construct a timeline for major events in the Northeast region.

SS.4.2.3 – Describe the geography of the region.

SS.4.2.4 – Describe the important places in the region.

SS.4.2.5 – Create a map showing economic activity in the region.

Outcome: **SS.4.3** Students will use a variety of resources to analyze past and present life in the Southeast region of the United States. (Timelines, artifacts, documents, literature, maps, and images, etc.)

Components: **SS.4.3.1** – Describe the various motives for settling the region.

SS.4.3.2 – Describe the geography of the region.

SS.4.3.3 – Construct a timeline for major events in the Southeast region.

SS.4.3.4 – Describe the important places in the region.

SS.4.3.5 – Create a map showing the economic activity in the region.

Outcome: **SS.4.4** Students will use a variety of resources to analyze past and present life in the Midwest region of the United States. (Timelines, artifacts, documents, literature, and images, etc.)

Components: **SS.4.4.1** – Describe the various motives for settling the region.

SS.4.4.2 – Describe the geography of the region.

SS.4.4.3 – Describe the important places in the region.

SS.4.4.4 – Construct a timeline for major events in the Midwest region.

SS.4.4.5 – Create a map showing the economic activity in the region.

Outcome: **SS.4.5** Students will use a variety of resources to analyze past and present life in the Southwest region of the United States. (Timelines, artifacts, documents, literature, and images, etc.)

Components: **SS.4.5.1** – Describe the various motives for settling the region.

SS.4.5.2 – Describe the geography of the region.

SS.4.5.3 – Describe important places in the region.

SS.4.5.4 – Construct a timeline for major events in the Southwest region.

SS.4.5.5 – Create a map showing the economic activity in the region.

Outcome: **SS.4.6** Students will use a variety of resources to analyze past and present life in the Pacific West region of the United States. (Timelines, artifacts, documents, literature, and images, etc.)

Components: **SS.4.6.1** – Describe the various motives for settling the region.

SS.4.6.2 – Describe the geography of the region.

SS.4.6.3 – Describe important places in the region.

SS.4.6.4 – Construct a timeline for major events in the Pacific West region.

SS.4.6.5 – Create a map showing the economic activity in the region.

Outcome: **SS.4.7** Students will use a variety of resources to analyze the history, land, and people of Illinois.

Components: **SS.4.7.1** – Describe the influence of the famous people in Illinois past and present (Abraham Lincoln, U.S. Grant, Ronald Reagan, Jane Adams, John Deere).

SS.4.7.2 – Show early important events in the history of Illinois.

SS.4.7.3 – List the Native American tribes of Illinois and locations named after them.

SS.4.7.4 – Describe environmental factors and natural resources (renewable and nonrenewable) that drew settlers to Illinois and Chicago and established their settlement patterns.

SS.4.7.5 – Describe the fight for control in Illinois (Native Americans, French, and British).

SS.4.7.6 – Investigate the cultural similarities and differences in Illinois (ethnic neighborhoods in Chicago and religious groups such as Amish).

SS.4.7.7 – Describe the ways institutions meet the needs of society (church, scouts, PTC).

SS.4.7.8 – Explain the branches of Illinois government as set up by the Illinois Constitution.

SS.4.7.9 – Describe the rights and responsibilities of individuals in Illinois (voting, protection under law, freedoms).

SS.4.7.10 – Explain how and why public goods and services are provided in Illinois.

SS.4.7.11 – Describe how human activity affects the Illinois environment.

Outcome: **SS.4.8** Students will use a variety of resources to analyze the changing economy in Illinois.

Components: **SS.4.8.1** – Examine how the Native Americans and early settlers took part in trade, barter, and payment of goods.

SS.4.8.2 – Identify the impact of the railroad on Illinois economy and how it changed the lives of the settlers.

SS.4.8.3 – Explain how the economy of the local community has changed over time.

SS.4.8.4 – Describe how entrepreneurs take risks in order to produce goods or services (John Deere).

SS.4.8.5 – Explain how the Illinois economic system decides what goods and services are produced.

SS.4.8.6 – Describe the relationship between price and quantity supplied of a good or service (scarcity).

Science Curriculum
4th Grade

Focus: Life Science

Purpose: Students will examine the structural and functional features of animals and plants as found throughout the United States, with an emphasis on the Illinois prairie.

Outcome: **S.4.1** Students will identify the common needs of animals and conclude how the behaviors and adaptations of animals aid them in meeting these needs.

Components: **S.4.1.1** - Identify common animal needs (food, shelter, water, body temperature) and describe examples of how these needs are met. (12.B.2a, 12.B.2b) Observation, Inferring

S.4.1.2 - Describe how structural adaptations (teeth, beaks, claws) help animals meet their needs. (Voles, hawks, coyotes, bison, raccoons, prairie dogs) (12.B.2a, 12.B.2b) Questioning, predicting

S.4.1.3 - Describe how behavior adaptations by an individual or by a group help animals meet their needs. (12.B.2a, 17.B.2b)

S.4.1.4 - Differentiate between learned and instinctive behaviors of animals. (12.A.2b) Inferring

Outcome: **S.4.2** Students will explain how structures and adaptations of plants allow for their survival.

Components: **S.4.2.1** - Describe a prairie ecosystem (including the soil). (12.B.2a, 13.B.2e, 13.B.2f, 17.B.2b)

S.4.2.2 - Examine various prairie grasses and forbs present during different seasons. (See notebook) Observation (12.B.2a, 12.B.2b, 13.B.2b, 13.B.2c)

S.4.2.3 - Identify the parts of a plant and describe each parts function. (12.B.2a, 12.B.2b)

S.4.2.4 - Observe the adaptations (i.e. root system) of prairie plants (or other plants) and point out the importance of said adaptations. (12.B.2a, 12.B.2b) Observation

Focus: Physical Science

- Purpose:** Students will apply knowledge of electricity to practical problem solving situations and students will demonstrate understanding of the chemical and physical characteristics of matter.
- Outcome:** **S.4.3** Students will build a variety of circuits and consider how the same principles apply to household circuitry.
- Components:** **S.4.3.1** - Compare and contrast static and current electricity. (12.C.2a, 13.B.2b, 13.B.2c)
- S.4.3.2** - Identify the components of a complete circuit. (12.C.2a, 13.B.2b, 13.B.2c)
- S.4.3.3** - Build and compare series and parallel circuits and their implications in the home. (i.e., Christmas lights, circuit breakers, fuses, blowdryers) (12.C.2a, 13.B.2b, 13.B.2c) Model making, tools, lab safety.
- S.4.3.4** - Utilize a switch and explain its implication within a variety of circuits. (12.C.2a, 13.B.2b, 13.B.2c) Observation, inferring
- S.4.3.5** - Test a variety of materials to determine whether each is a conductor or insulator and explain the difference. (12.C.2a, 13.B.2b, 13.B.2c) Predicting, Data collection, data interpretation, concluding, lab safety.
- S.4.3.6** - Investigate electromagnets and verify variables which affect their strength. (Experiment design) (12.D.2b, 12.C.2a, 13.B.2b, 13.B.2c)
- Outcome:** **S.4.4** Students will discriminate between various sources of energy and will investigate the process from generation to usable electricity, including conservation.
- Components:** **S.4.4.1** - Identify types and sources of electricity: generators, electric cells, and solar cells. (Classify) (12.C.2a, 13.B.2b, 13.B.2c, 13.B.2e, 13.B.2f)
- S.4.4.2** - Describe the process from power plant to usable energy in the home with an emphasis on conversion to heat, light and sound. Concluding (12.C.2a, 12.E.2c, 13.B.2b, 13.B.2c, 13.B.2e, 13.B.2f)
- S.4.4.3** – Identify methods of energy conservation.
- Focus Skills:
Inferring, predicting, concluding.
- Outcome:** **S.4.5** Students will discriminate between chemical and physical properties and identify usefulness of such properties.

- Components: **S.4.5.1** – Identify uses of matter based on its properties. (12.C.2b, 13.B.2c)
- S.4.5.2** - Measure mass and volume and density and calculate density of solids and liquids. (calculate density, using tools – measurement, calculators, balance scale, grad. cylinders)
(12.C.2b, 13.B.2c, 11.A.2b, 13.A.2.d)
- S.4.5.3** - Define atoms, elements, molecules, compounds and mixtures. (classify) (12.C.2b, 13.B.2c)
- S.4.5.4** - Explain the role of energy and the cause and molecular implications of changes in states of matter (solids, liquids, gases).
(12.C.2b, 13.B.2c) Inferring, predicting
- S.4.5.5** - Explore the periodic table of elements. (observation)
(12.C.2b, 13.B.2c)
- S.4.5.6** - Distinguish between physical and chemical changes.
(12.C.2b, 13.B.2c)
- Focus: Earth Science
- Purpose: Students will analyze atmospheric changes to predict the effects on weather and climate.
- Outcome: **S.4.6** Students will measure atmospheric changes and consider the Earth's natural landforms to predict and prepare for changes in weather conditions.
- Components: **S.4.6.1** - Describe the atmosphere and its layers (stratosphere, mesosphere, thermosphere, exosphere, troposphere.) (12.E.2a)
- S.4.6.2** - Determine the changes in the condition of air (temperature, water vapor, pressure) that results in different forms of weather. (evaluate data)
(12.E.2a)
- S.4.6.3** - Measure and evaluate changes in the condition of air to predict local weather. (predicting, data collecting, model making, using tools – measuring, thermometer, barometer, rain gauge, anemometer, wind vane)
(12.E.2a, 13.B.2a, 13.B.2c)
- S.4.6.4** - Discriminate among varying cloud types (including: cumulus, nimbus, stratus, cirrus, etc.) and identify how each signifies different weather patterns. (observations, classifying, concluding, inference)
(12.E.2a)
- S.4.6.5** - Evaluate weather maps (air masses and fronts) to identify patterns which lead to weather prediction. (predicting, data analysis, concluding) (12.E.2a, 13.AB.2a, 13.B.2c, 17.A.2.b)

S.4.6.6 - Describe safety procedures for various severe weather situations. (i.e., tornado, thunderstorm, blizzard) (12.E.2a, 12.E.2b, 17.C.2.a)

S.4.6.7 - Explain the interrelationships between weather and landforms (lake effect, mountains). (12.E.2a)

Focus: Measuring, model making, tools, questioning, observation, inferring, predicting, concluding, data collection, data interpretation, lab performance, lab safety.

Outcome: **S.4.7** Students will interpret climate changes over time.

Components: **S.4.7.1** - Distinguish between weather and climate. (classify) (12.E.2b)

S.4.7.2 - Identify and describe climate zones. (classify)
(12.E.2a, 12.E.2b)

S.4.7.3 - Describe the Earth's climate changes within a historical context with an emphasis on Illinois' climate and landforms (glacier action).
(12.E.2a, 12.E.2b) (inferring)

S.4.7.4 - Evaluate human effect on climate, including global warming.
(13.B.2c, 13.B.2d, 13.B.2e, 13.B.2f) (predicting, questioning).

Math Curriculum
4th Grade

Focus: Operations & Computation

Outcome: **M.4.1** Students will solve multi-digit problems using all math operations with whole numbers and decimals.

Components: **M.4.1.1** – Solve addition, subtraction, multiplication and division one and two step number stories. 6.C.2a

M.4.1.2 – Demonstrate fluency in multiplication/division facts 6 to 12. 6.C.1a

M.4.1.3 – Calculate the sum of 3 four digit numbers. 6.C.2a

M.4.1.4 – Calculate the difference of 2 four digit numbers. 6.C.2a

M.4.1.5 – Divide 3 digit number by a 2 digit number, writing the remainder with “R”. 6.C.2a

M.4.1.6 – Add and subtract dollars and cents up to \$1,000. 7.A.2b

M.4.1.7 – Subtract 4 and 5 digit numbers with and without regrouping. 6.C.2a

M.4.1.8 – Decide the best buy when given 2 choices.

M.4.1.9 – Apply associative and commutative properties appropriately with addition and multiplication. 8.C.2

M.4.1.10 – Multiply 1, 2, and 3 digit numbers by 1 and/or 2 digit numbers. 6.C.2a

Focus: Numeration

Outcome: **M.4.2** Students will solve problems using addition and subtraction operations with decimals to the thousandths place and be able to manipulate fractions with like denominators.

Components: **M.4.2.1** – Read and write decimals to the millions and thousandths place value. 6.A.2

M.4.2.2 – Add and subtract decimals. 6.C.2a

M.4.2.3 – Identify the place and value of a digit in a whole number and a decimal number. 6.A.2

M.4.2.4 – Compare and order whole numbers to millions and decimals to thousandths. 6.A.2

M.4.2.5 – Identify a mixed number. 6.A.2

M.4.2.6 – Add and subtract fractions with like denominators. 6.A.2

M.4.2.7 – Compare and order fractions with like denominators. 6.A.2

M.4.2.8 – Identify fractions equivalent to $\frac{1}{2}$. 6.A.2

M.4.2.9 – Match basic equivalent percents, decimals and fractions ($\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, 1). 6.A.2

M.4.2.10 – Demonstrate rounding up to millions. 6.C.2b

Focus: Geometry

Outcome: **M.4.3** Students will identify, construct and illustrate basic geometric figures using geometric concepts.

Components: **M.4.3.1** – Identify and label a point, line, line segment and a ray. 9.A.2c

M.4.3.2 – Identify basic properties of 2-dimensional figures (sides and number of angles). 9.B.2

M.4.3.3 – Construct basic geometric figures with given perimeters (kite, triangle, square, rhombus, rectangle, parallelogram and trapezoid). 7.C.2b, 9.A.2c

M.4.3.4 – Construct 3-dimensional figures (rectangular prism, cylinder, triangular prism, cone, sphere, and square prism). 9.A.2a

M.4.3.5 – Identify and illustrate lines of symmetry. 9.A.2c, 9.B.2

M.4.3.6 – Identify and define perpendicular lines. 9.B.2

M.4.3.7 – Define congruent. 9.C.2

Focus: Measurement

Outcome: **M.4.4** Students will recognize, measure, draw and calculate quantities using appropriate units, instruments and methods.

Components: **M.4.4.1** – Recognize, measure and draw (within 5°) angles (acute, obtuse, right, straight and reflex). 7.C.2a, 9.A.2c

M.4.4.2 – Draw and measure line segments to the nearest $\frac{1}{4}$ inch. 7.C.2b

M.4.4.3 – Perform and explain unit conversions, within the U.S. Customary System of Measurement, for length and time. 7.A.2a

M.4.4.4 – Discriminate between weight units and capacity units. 7.A.2a

M.4.4.5 – Calculate area of 2-dimensional shapes when given the measurements and formula. 7.A.2a

M.4.4.6 – Calculate the volume of a rectangular prism when given the measurements and formula. 7.A.2a

M.4.4.7 – Read and plot ordered pairs of numbers in quadrant 1 of the Cartesian plane. 8.A.2a

M.4.4.8 – Calculate elapsed time to the hour and $\frac{1}{2}$ hour using number stories. 7.A.1b

Focus: Data and Chance

Outcome: **M.4.5** Students will collect and organize data; construct graphs; compare, interpret, analyze and make predictions using the data.

Components: **M.4.5.1** – Select appropriate method to organize data. 10.B.2b, 10.A.2a

M.4.5.2 – Collect and organize data using observations, surveys and experiments. 10.A.2a, 10.B.2a

M.4.5.3 – Determine mean, mode and range of a given set of data, up to two-digit whole numbers. 10.A.2b, 10.B.2c

M.4.5.4 – Compute the median, with easily divisible numbers, when given an odd set of numbers. 10.A.2b

M.4.5.5 – Represent data using tables and graphs: bar graphs, pictographs and line graphs. 10.A.2a

M.4.5.6 – Calculate probability of a simple event and give results as a fraction. 10.C.2a

M.4.5.7 – Propose and justify conclusions/predictions that are based on data. 10.A.2c

M.4.5.8 – Read and interpret graphs (bar, line and pictographs). 10.B.2d

M.4.5.9 – Describe events as likely or unlikely and discuss the degree of likelihood using such words as always, never, impossible, more likely and less likely. 10.A.2c, 10.C.2b

Focus: Patterns, Functions and Algebra

Outcome: **M.4.6** Students will describe and solve numerical relationships using variables and patterns.

Components: **M.4.6.1** – Describe, extend and make generalizations about numeric patterns. 8.A.2a

M.4.6.2 – Represent the idea of a variable as an unknown quantity using a letter or a symbol, and solve for the variable using inverse operations.
8.A.2b

M.4.6.3 – Write and solve number sentences using all operations. 8.A.2b

M.4.6.4 – Compare expressions using greater than, less than, and equal to.
(Ex: $3*7 > 4*5$) 6.A.2

Language Arts
Grade 4

Purpose: Students will integrate their comprehension strategies and skills in particular to making connections to themselves, society and the world through a growing variety of literary genres.

Focus: Vocabulary

Outcome: **LA.4.1** Students will apply vocabulary strategies to determine word meaning.

Component: **LA.4.1.1** – Examine and produce complex analogies. 1.A.2a

LA.4.1.2 – Use synonyms and antonyms to define words found in appropriate grade level text. 1.A.2a

LA.4.1.3 – Recognize the difference between denotative (direct, literal meaning) and connotative (implied, figurative language) meanings of words. (Denotative – lamb means small, fluffy animal. Connotative – lamb is associated with “meek and mild” by the general population)
1.A.2a

LA.4.1.4 – Determine and clarify word meanings using a variety of resources. (Dictionary, thesaurus, encyclopedia, and technology resources)
1.A.2b

LA.4.1.5 – Determine the correct use of homophones, homographs, and homonyms using context clues. 1.A.2a

LA.4.1.6 – Determine the meaning of an unknown word using word, sentence, and cross sentence clues. 1.A.2a

LA.4.1.7 – Apply self-monitoring and self-correcting strategies to clarify understanding while reading. (Reread, skip and go on, ask questions, context clues, picture clues) 1.A.2b

Focus: Word Analysis

Outcome: **LA.4.2** Students will apply word analysis to determine word meaning

Component: **LA.4.2.1** – Demonstrate appropriate construction and usage of abbreviations. 1.A.2a

LA.4.2.2 – Identify the word base/root of familiar words with affixes.
1.A.2a

LA.4.2.3 – Identify and create comparatives and superlatives. 1.A.2a

LA.4.2.4 – Examine unfamiliar compound words to determine meaning. 1.A.2a

LA.4.2.5 – Demonstrate appropriate construction and usage of contractions. (see appendix E) 1.A.2a

LA.4.2.6 – Identify and construct regular and irregular plurals in context. 1.A.2a

LA.4.2.7 – Identify and construct singular and plural possessives. 1.A.2a

LA.4.2.8 – Determine the meaning of unfamiliar words using knowledge of prefixes and suffixes. (see appendix F) 1.A.2a

Focus: Comprehension Skills and Strategies

Outcome: **LA.4.3** Students will apply reading skills to improve comprehension of fiction text.

Components: **LA.4.3.1** – Locate and interpret cause and effect. 1.B.2b

LA.4.3.2 – Identify sequential structure. 1.B.2b

LA.4.3.3 – Differentiate between fact and opinion.

LA.4.3.4 – Distinguish the main ideas and the supporting details. 1.C.2d

LA.4.3.5 – Establish a purpose for reading by activating prior knowledge. 1.B.2a

LA.4.3.6 – Choose appropriate material to read aloud with fluency and accuracy. 1.B.2d

LA.4.3.7 – Demonstrate the ability to summarize a passage. 1.C.2d

LA.4.3.8 – Demonstrate the ability to skim and scan a passage for specific information. 1.B.2c

Outcome: **LA.4.4** Students will apply reading skills to improve comprehension of nonfiction text.

Components: **LA.4.4.1** – Locate and interpret cause and effect. 1.B.2b

LA.4.4.2 – Differentiate between fact and opinion. 1.B.2b

LA.4.4.3 – Compare and contrast a given topic. 1.C.2c

LA.4.4.4 – Use information from functional texts (chart, graph, map, etc.) to draw conclusions. 1.C.2f

LA.4.4.5 – Identify sequential structure. 1.B.2b

LA.4.4.6 – Utilize the features of a nonfiction text to locate information.
1.B.2b

Outcome: **LA.4.5** Students will apply reading strategies to improve comprehension.

Component: **LA.4.5.1** – Respond to text using connections. 2.B.2a

LA.4.5.2 – Determine important ideas within text.

LA.4.5.3 – Draw inferences about the text and support with textual evidence and prior knowledge. (Drawing conclusions) 1.C.2b

LA.4.5.4 – Justify predictions about texts. 1.C.2a

LA.4.5.5 – Formulate the literal and inferential questions to determine meaning before, during, and after reading. 1.C.2a, 1.B.2a

LA.4.5.6 – State and justify new perspective on a given topic or theme in grade-appropriate materials and a variety of cultures, different societies and eras. 2.B.2b

LA.4.5.7 – Create images to include multi-sensory information to develop a deeper understanding of text.

LA.4.5.8 – Synthesize key ideas to form new insights from text. 1.B.2c, 1.C.3b, 1.C.3c, 1.C.3d

Focus: Literary Elements

Outcome: **LA.4.6** Students will demonstrate how literary elements enhance meaning in a variety of literary works.

Component: **LA.4.6.1** – Identify author’s purpose and theme. 1.C.2e

LA.4.6.2 – Determine character traits.

LA.4.6.3 – Explain how a character changes over time.

LA.4.6.4 – Differentiate and interpret among the literary elements of plot (setting, character, conflict, rising action, climax, falling action, resolution). 2.A.2b

LA.4.6.5 – Identify how dialogue and narration enhance the story. 2.A.2a

LA.4.6.6 – Explain how figurative language (assonance, metaphors, personification, simile, idioms, onomatopoeia, alliteration, hyperbole) contribute to the meaning of an author’s and illustrators literary selection. 1.C.2e

LA.4.6.7 – Identify a variety of genres. (see appendix G) 2.A.2c

LA.4.6.8 – Identify first person and third person point of view.

LA.4.6.9 – Relate literary works and their characters, settings, and plots to current and historical events, people, and perspectives. 2.B.2c

LA.4.6.10 – Identify whether a given nonfiction passage is narrative, persuasive, or expository.

Language Arts (Writing)
Grade 4

Focus: Conventions

Outcome: **LAW.4.1** Students will demonstrate correct grammar and spelling in written material.

Components: **LAW.4.1.1** – Identify and demonstrate the use of the various parts of speech. (adjective, adverb, conjunction, interjection, noun, preposition, pronoun, and verb) 3.A.2

LAW.4.1.2 – Construct abbreviations. 3.A.2

LAW.4.1.3 – Use a variety of sentence types (e.g., declarative, interrogative, exclamatory, imperative). 3.A.2

LAW.4.1.4 – Use a variety of sentence structures (e.g., simple, compounds). 3.A.2

LAW.4.1.5 – Apply correct cursive letter formation in written work.

LAW.4.1.6 – Formulate complete sentences with subject verb agreement. 3.A.2

LAW.4.1.7 – Produce complex plurals, homophones, homographs, homonyms correctly. 3.A.2

LAW.4.1.8 – Construct singular and plural possessives. 3.A.2

LAW.4.1.9 – Produce past, present, and future tenses in written work. 3.A.2

LAW.4.1.10 – Use appropriate text layout for written work (e.g., paragraphing, heading, and underlining).

Outcome: **LAW.4.2** Students will demonstrate correct capitalization and punctuation in written material.

Components: **LAW.4.2.1** – Use correct end punctuation. 3.A.2

LAW.4.2.2 – Identify correct punctuation (e.g., to indicate a longer pause, commas, quotation marks, apostrophes, hyphens, parenthesis). 3.A.2

LAW.4.2.3 – Identify correct punctuation (e.g., ellipsis, dashes, hyphens, parentheses, colons and semi-colons). 3.A.2

LAW.4.2.4 – Produce capital letters (e.g., first word of sentence, days, months, holidays, city and state names, titles of books, and in dialogue). 3.A.2

Focus: Composition

Outcome: **LAW.4.3** Students will compose pieces integrating the steps of the writing process.

Components: **LAW.4.3.1** – Use appropriate prewriting strategies to develop a topic and generate ideas (e.g., brainstorm list, outline, and/or graphic organizer). 3.B.2a

LAW.4.3.2 – Construct a piece maintaining focus using a thesis statement, topic sentence, ideas, and closure. 3.B.2b

LAW.4.3.3 – Use a variety of descriptive words and/or phrases to enhance word choice (synonyms, similes, metaphors, idioms, strong action verbs). 3.B.2c

LAW.4.3.4 – Revise for sentence fluency, ideas, word choice and voice. 3.B.2c

LAW.4.3.5 – Edit independently using a rubric. 3.B.2d

LAW.4.3.6 – Publish selected pieces of writing. 3.B.2d

Outcome: **LAW.4.4** Students will compose pieces integrating correct structure, focus, and organization.

Components: **LAW.4.4.1** – Organize writing structure for appropriate purpose, audience, and context. 3.C.2a

LAW.4.4.2 – Write a multi-paragraph essay using proper form (lead, thesis statement, introduction/conclusion paragraphs, and body paragraphs). 3.C.2a

LAW.4.4.3 – Write a multi-paragraph essay using supporting details and elaboration. 3.C.2a

LAW.4.4.4 – Use textual evidence to support ideas.

LAW.4.4.5 – Use basic transition words to connect ideas.

Focus: Writing for a Purpose

Outcome: **LAW.4.5** Students will write for a variety of purposes and audiences.

Components: **LAW.4.5.1** – Apply the techniques of expository, persuasive, and narrative piece (e.g., letter writing, note taking, research writing, poetry, creative writing, descriptive writing and reflections). 3.C.2a

LAW.4.5.2 – Construct a multimedia works on a given topic. 3.C.2b

LAW.4.5.3 – Compose written responses to reading (e.g., summary, journal writing).

Focus: Information

Outcome: **LAW.4.6** Students will locate, organize, and use information from a variety of sources to communicate ideas.

Components: **LAW.4.6.1** – Define the focus of the research. 5.A.2a

LAW.4.6.2 – Formulate questions using aids (e.g., graphic organizers). 5.A.2a

LAW.4.6.3 – Locate and utilize a variety of sources to collect information (e.g., text, available technology and encyclopedia). 5.B.1a

LAW.4.6.4 – Discriminate sources' credibility and accuracy. 5.B.2a

LAW.4.6.5 – Arrange information in an orderly manner (e.g., outlining, sequencing, and graphic organizers). 5.A.2b

LAW.4.6.6 – Design a variety of print and/or non-print products. 5.C.2a

LAW.4.6.7 – Cite sources used verbally or written. 5.B.2b

LAW.4.6.8 – Develop paraphrasing strategies.

Focus: Speaking

Outcome: **LAW.4.7** Students will speak effectively using language appropriate to the situation and audience.

Components: **LAW.4.7.1** – Utilize effective speaking skills (e.g. eye contact, voice, speak clearly, pace, volume, appropriate emotion). 4.B.2b

LAW.4.7.2 – Deliver an oral presentation with an intended purpose and audience. 4.B.2a, 5.C.2b

LAW.4.7.3 – Utilize techniques to avoid stress and anxiety during speaking (e.g., prepare and practice presentation in advance, use notes and outlines). 4.B.2c

LAW.4.7.4 – Contribute to small and large group discussions by following accepted guidelines for verbal interaction (e.g., volume, pace, courteous and relevant responses, appropriate language and vocabulary). 4.B.2b, 4.B.2d

LAW.4.7.5 – Use proper language, vocabulary, and non-verbal expressions for intended purpose and audience (e.g. conflict resolution, small group, large group, oral presentations). 4.B.2a, 4.B.2d

Focus: Listening

Outcome: **LAW.4.8** Students will listen effectively in formal and informal situations.

Components: **LAW.4.8.1** – Apply active listening skills in a variety of situations (e.g., making eye contact; proper body language; courteous, turn-taking behavior; non-judgmental responses, manage distractions). 4.A.2a

LAW.4.8.2 – Restate and carry out a variety of oral instructions. 4.A.2c

LAW.4.8.3 – Ask and respond to questions related to oral presentations. 4.A.2b

LAW.4.8.4 – Paraphrase, summarize and/or retell the content of both formal and informal presentations either orally or written (e.g., directions, conversations, announcements, guest speaker, media presentations). 4.A.2a, 4.A.2b

Technology 4th Grade

- Focus: Use of networked PC and internet for creating and publishing products.
- Purpose: Students will create a variety of curriculum related projects using several different applications and implement ISAFE Curriculum.
- Outcome: **T.4.1** Students will demonstrate skill in the routine use of basic input and output devices.
- Components: **T.4.1.1** – Apply the skills learned in the district keyboarding program 60.A.2a
T.4.1.2 – Explore the various uses of removable storage devices. 60.A.2c
T.4.1.3 – Discuss the need for routine maintenance to enhance computer performance (proper shutdown, virus protection). 60.A.2e, 60.C.2
T.4.1.4 – Maintain, organize and retrieve files on the server. 60.B.2, 60.C.2
T.4.1.5 – Use toolbar to center, bold, underline, bullet, etc. 61.C.2
- Outcome: **T.4.2** Students will point out the social and ethical implications of technology use.
- Components: **T.4.2.1** – Compare and contrast the effectiveness of various communication technologies. (telephone, e-mail, writing) 63.B.2
T.4.2.2 – Explain the purpose and value of the Acceptable Use policy. 61.B.2
T.4.2.3 – Describe the purpose for classroom and school rules regarding technology use. 61.B.2
T.4.2.4 – Use appropriate software and Internet resources to support personal productivity. 63.B.2
T.4.2.5 – Use search engines with assistance. 64.B.2, 65.B.2
T.4.2.6 – Recognize attributes of credible Internet resources using a bookmarked list of sites. (author, date published etc.) 64.A.2
T.4.2.7 – Choose appropriate key words for searches. 64.A.2, 64.B.2
T.4.2.8 – Use appropriate Internet terminology (search engine, homepage, webpage, site, URL, address, WWW, search, edu, org, com). 60.C.2
T.4.2.9 – Identify telecommunication tools and their uses. 64.C.2, 63.A.2

Outcome: **T.4.3** Students will incorporate technologies in creating a curriculum related product.

Components: **T.4.3.1** – Create a slide presentation. 62.A.2

T.4.3.2 – Create a publishing document (ex. brochure, greeting card).
62.A.2

T.4.3.3 – Create a small chart on a spreadsheet. 62.A.2, 61.C.2

T.4.3.4 – Use editing features on personal documents for final draft.
61.C.2, 60.A.2c

T.4.3.5 – Select appropriate tools programs and resources to accomplish a task. 61.A.2

T.4.3.6 – Analyze online resources for curriculum related projects.
61.C.2, 64.A.2, 64.C.2, 65.B.2

T.4.3.7 – Create a project using productivity applications in which information is identified, organized and recorded for communication to an identified audience. 64.C.2

T.4.3.8 – Recognize the importance of citing sources found on the internet--example: web address for text and images or book title author.

Outcome: **T.4.4** Students will understand netiquette as they communicate with others, and develop resources to cope with cyber bullying.

Components: **T.4.4.1** – Identify the attributes and differences of a physical and cyber community.

T.4.4.2 – Compare and contrast bullying in the physical community to cyber bullying.

T.4.4.3 – Articulate and communicate their knowledge and understanding of kindness, and how it relates to Internet behavior.

T.4.4.4 – Utilize appropriate resources if confronted with an online bully.

T.4.4.5 – Discuss how students can make a difference in other people's lives by behaving considerately, both online and in the physical community.

Computer Keyboarding
Grades 3 – 5

Purpose: It is recommended that in addition to the standards and performance indicators, keyboarding first be taught as a concentrated unit in third grade and reviewed in each succeeding grade to allow students to achieve a high degree of proficiency. Students will be assessed during the spring of their 5th grade year. The assessment will include a keyboarding skill test, a technology literacy self-assessment, and the inclusion of at least two pieces of student work in an electronic portfolio.

Grade 3 Keyboarding

Outcome: **KB.3.1** The student will demonstrate correct keyboarding techniques.

Components: **KB.3.1.1** – Sit up straight.

KB.3.1.2 – Center body to the "h" key with elbows at sides.

KB.3.1.3 – Place feet for balance.

KB.3.1.4 – Curve fingers over the home keys.

KB.3.1.5 – Keep wrists off the keyboard.

KB.3.1.6 – Keep eyes on printed copy.

KB.3.1.7 – Key by touch.

Outcome: **KB.3.2** The student will know the purpose of correct keyboarding techniques.

Components: **KB.3.2.1** – Describe limitations of poor techniques.

KB.3.2.2 – List advantages of good techniques.

Purpose: The student will use correct fingering while keying the introduced keys.

Outcome: **KB.3.3** Demonstrate the correct key reaches for all alphabet letters.

Components: **KB.3.3.1** – Use correct keystroke techniques for the letter keys.

Outcome: **KB.3.4** Demonstrate correct fingering for and correct usage of the space bar, enter key, shift keys, backspace/delete key, and tab key.

Components: **KB.3.4.1** – Tap the SPACE BAR with the right thumb.

KB.3.4.2 – Hit the ENTER/RETURN key with the right little finger.

KB.3.4.3 – Use the LEFT SHIFT key when capitalizing right hand letters.

KB.3.4.4 – Use the RIGHT SHIFT key when capitalizing left hand letters.

KB.3.4.5 – Strike the BACKSPACE/DELETE key with the right little finger.

KB.3.4.6 – Tap the TAB key with the left little finger.

Outcome: **KB.3.5** Demonstrate correct fingering for and correct usage of the period, comma, and the question mark.

Components: **KB.3.5.1** – Strike the PERIOD with the right ring finger.

KB.3.5.2 – Strike the COMMA with the right middle finger.

KB.3.5.3 – Key a QUESTION MARK by holding down the left shift key with the left little finger and striking the question mark with the right little finger.

KB.3.5.4 – Demonstrate spacing rules when keying a period.

KB.3.5.5 – Demonstrate correct spacing when keying a comma.

KB.3.5.6 – Demonstrate correct spacing when keying a question mark.

Purpose: The students will key accurately from dictation and printed copy.

Outcome: **KB.3.6** The student will key letters, short words, and phrases from dictation.

Outcome: **KB.3.7** The student will key drills from printed text.

Purpose: The student will demonstrate correct keyboarding techniques with minimum speed and accuracy on 30-second timed writings.

Outcome: **KB.3.8** The students will achieve minimum keyboarding competency on 1-minute timed writings.

Components: **KB.3.8.1** – Key at a minimum of 15 words per minute (WPM) on at least three 1-minute timings.

KB.3.8.2 – Key at 3 or fewer errors on 1-minute timings.

KB.3.8.3 – Key without using the backspace/delete key on timings.

Technique Rating Levels

Mastery Level - The student knows the keys and keys by touch.

Near Mastery Level - With more practice, the student will key by touch.

Partial Mastery Level - The student looks at the keys most of the time.

Minimal Mastery Level - The student is dependent on looking at the keys.

Correct Technique Criteria

- Feet positioned for balance.
- Center body to the "h" key with elbows at sides.
- Sit up straight.
- Curve fingers over the home keys.
- Keep wrists off the keyboard.
- Keep eyes on printed copy.
- Key by touch.
- Key with a smooth rhythm.

Art Curriculum
Grades 4-5

Outcome: **A.1** Students will demonstrate an understanding of the principal sensory, formal, technical and expressive qualities of art through their original artwork.

Components: **A.1.1** – Demonstrate and describe how the elements of color, line, shape, texture and space interact in visual images. 25.B.2

A.1.2 – Demonstrate and describe how principles of balance, rhythm, contrast, unity and variety are used in visual images. 25.A.2d

A.1.3 – Demonstrate how technical elements of tools, materials and processes are used to achieve visual images. 26.A.2e

A.1.4 – Create original art demonstrating how expressive qualities of mood, emotion, ideas and values are conveyed through visual images. 26.B.3d

Outcome: **A.2** Students will demonstrate basic skills necessary to create visual art.

Components: **A.2.1** Demonstrate the proper handling of art tools and materials. 26.A.2e

- Pencil/colored pencil
- Marker
- Tempera paints and watercolor
- Brushes
- Glue and glue sticks
- Chalk and oil pastels
- Clay, clay tools and other 3-d material

A.2.2 – Demonstrate understanding of the color wheel and general color theory through creation of original art. 26.B.2d

- Differentiate between Primary/Secondary/Intermediate colors
- Identify Warm/Cool Colors
- Identify Neutral Colors
- Determine the Complementary Color of any given color

A.2.3 – Incorporate appropriate art vocabulary while describing a work of art. 25.A.2d

Outcome: **A.3** Student will be able to recognize the universality of artistic expression through knowledge of major artist and art movements throughout history and across cultures and societies.

Components: **A.3.1** – Demonstrate ways in which art reflects various Western and Non-Western cultures and civilizations. Example: through discussion and artistic output. 27.B.2

A.3.2 – Demonstrate how art can express personal, societal or cultural themes. Example: through discussion and artistic output. 27.B.2

A.3.3 – Demonstrate through an awareness of how culture and time has a direct influence on works of art. Example: through discussion and artistic output. 27.B.1

A.3.4 – Differentiate between form (characteristic of the visual elements of a work of art) and function (the purpose and use of a work of art.) Example: through discussion and artistic output. 27.A.2a

A.3.5 – Identify the use of art skills in a variety of occupations. 27.A.2b

MUSIC
4th Grade

Purpose: Students will use song, speech, movement and instruments to explore and demonstrate sixteenth-note, eighth-note combinations.
Students will use song, speech, movement and instruments to explore and demonstrate low ti, high ti and major and minor.

Focus: Sixteenth-note, eighth-note combinations.
Adding low and high ti and major and minor

Outcome: **M.4.1** Students will create a rhythm piece in rondo form by constructing two 8 beat patterns, using sixteenth-notes, eighth-sixteenth combinations and other previously learned rhythms.

Using traditional, ethnic, or folk songs:

Components: **M.4.1.1** – Demonstrate the proper way to count/clap eighth and sixteenth note combinations. 25.A.1c, 26.A.1d, 27.B.1

M.4.1.2 – Create 8 beat patterns using eighth and sixteenth note combinations and previously learned rhythms. 25.A.1c, 26.A.1d

M.4.1.3 – Perform 8 beat pattern using body percussion.
25.A.1c, 26.A.1d, 26.B.1c

M.4.1.4 – Work with 3 other people to create a piece in rondo form.
25.A.1c, 26.A.1d, 26.B.1c

M.4.1.5 – Perform your piece in rondo form using unpitched percussion.
25.A.1c, 25.B.1, 26.A.1d, 26.B.1c, 27.B.1

M.4.1.6 – Re-arrange your piece so that you have a new rondo.
25.A.1c, 25.B.1, 26.A.1d, 26.B.1c, 27.B.1

M.4.1.7 – Modify piece to any form you would like (i.e. ABAC, AABB, ABCD, etc.). 25.A.1c, 25.B.1, 26.A.1d, 26.B.1c, 27.B.1

Outcome: **M.4.2** Students will improvise 8 beat patterns using do, re, mi, fa, so, and la.

Using traditional, ethnic, or folk songs:

Components: **M.4.2.1** – Identify do, re, mi, fa, so, la, ti and high do with hand signs and body pitches. 25.A.1c, 26.A.1d, 27.B.1

M.4.2.2 – Locate DRMFSLTD on staff. 25.A.1c, 26.A.1d

M.4.2.3 – Create, using icons/notes on staff, 8 beat patterns using DRMFSLTD. 25.A.1c, 26.A.1d

M.4.2.4 – Demonstrate the 8 beat patterns using hand signs/body pitches. 25.A.1c, 26.A.1d

M.4.2.5 – Perform pattern using singing voice or recorder. 25.a.1c, 26.A.1d, 26.B.1c

M.4.2.6 – Improvise a new 8 beat pattern of DRMFSLTD. 25.a.1c, 26.A.1d, 26.B.1c

M.4.2.7 – Show your new pattern by placing icons/notes on the staff. 25.a.1c, 26.A.1d, 26.B.1c

M.4.2.8 – Create a B section for familiar song by combining 4 beat pattern with a partner's 4 beat pattern. (use abab, aabb, abba, abbb, etc. phrase form) 25.a.1c, 26.A.1d, 26.B.1c, 27.B.1

Outcome: **M.4.3** Students will analyze a musical performance according to the following criteria:

Using traditional, ethnic, or folk songs:

Components: **M.4.3.1** – Identify rhythm as dotted half-notes, half-notes, half rests, quarter notes, quarter rests, or eighth notes, eighth rests, or sixteenth notes. 25.A.1c, 26.A.1d

M.4.3.2 – Identify meter as duple or triple or other meter. 25.A.1c, 26.A.1d

M.4.3.3 – Identify form as AB, ABA, ABAC, etc. or rondo. 25.A.1c, 25.B.1, 26.A.1d

M.4.3.4 – Identify dynamics as pp, p, mp, mf, f, ff, crescendo and decrescendo. 25.A.1c, 25.B.1, 26.A.1d

M.4.3.5 – Identify tempo as largo, moderato, presto, moderato, accelerando. 25.A.1c, 25.B.1, 26.A.1d

M.4.3.6 – Identify melodic contour. 25.A.1c, 25.B.1, 26.A.1d

M.4.3.7 – Identify orchestration. 26.A.1c, 27.B.1

M.4.3.8 – Conduct with appropriate hand gestures. 25.A.1c, 25.B.1, 26.A.1c, 26.A.1d, 27.A.1a, 27.a.1b, 27.B.1

Health
4th Grade

Focus: Growth and development

Purpose: Students will determine the physical changes in the human body as it changes from child to adult, and relate the social and emotional changes that come with growing up.

Outcome: **H.4.1** Students will apply decision-making skills in coping with risk reduction.

Components: **H.4.1.1** – Summarize the decision-making process. 24.B.2

H.4.1.2 – Demonstrate knowledge in the prevention and treatment of injury and illness (practice of skills). 22.A.2a, 22.A.2b, 22.A.2c, 23.B.2

H.4.1.3 – Demonstrate the ability to locate resources that provide health information (public agencies, etc.). 23.C.2a

H.4.1.4 – Identify the risks of alcohol, tobacco, and drugs (recognized risks). 23.B.2, 22.A.2c

Outcome: Students will apply decision-making skill in coping with interpersonal conflicts.

Components: **H.4.2.1** – Demonstrate ways to communicate respect for others (new students, disabled). 24.A.2b

H.4.2.2 – Demonstrate non-violent strategies to resolve conflict (staying calm, avoidance/reduction/reporting of threatening situation). 24.A.2a

H.4.2.3 – Demonstrate refusal and negotiation skills (use humor, walk away). 24.C.2 SES

Outcome: Students will differentiate the effects of their actions on their bodies.

Components: **H.4.3.1** – Identify the benefits of personal hygiene products (deodorants, floss, etc.). 22.A.2b

H.4.3.2 – Describe how the media and peers can influence decisions. 22.B.2

H.4.3.3 – Identify how exercise affects your overall well-being (exercise to brain function). 23.B.2

H.4.3.4 – Predict outcomes from positive decision-making in personal health (positives of not using tobacco). 23.B.2

H.4.3.5 – Identify the stages of human development in preadolescent boys or Identify the stages of human development in preadolescent girls.
23.C.2b

Outcome: Students will describe the interactions between body systems, especially the cardio/vascular and muscle/skeletal relationships.

Components: **H.4.4.1** – Trace the path of oxygen in the body. 23.A3

H.4.4.2 – Describe the process of blood circulation in the body. 23.A3

H.4.4.3 – Describe the work of the heart. 23.A3

H.4.4.4 – Describe how muscles and bones work together. 23.A3

H.4.4.5 – Devise ways to maintain a healthy cardio vascular system.
23.B.2

H.4.4.6 – Devise ways to maintain a healthy muscular/skeletal system.
23.B.2

P.E.
Grades 4-5

Purpose: Students will demonstrate an understanding of the principles of movement skills through modified sport activity and health-enhancing physical fitness as a result of cardiovascular activity. They will integrate responsibility and cooperation in both independent and group practices.

Outcome: Students will demonstrate an ability to progress through the principles of movement skills in various modified sports activities.
19.C.2a, 19.B.2, 19.C.2b, 20.A.2b

Components: **1.1** – Describe critical elements of correct movement pattern for all fundamental (basic) movement skills. 19.A.2, 19.B.2

- Describe and demonstrate body positions for a variety of sports skills (i.e., Describe and demonstrate the differences between bumping and setting skills with a partner in volleyball).

1.2 – Apply the concept of practice to improve skills in appropriate settings. 19.A.2, 19.B.2

1.3 – Recognize and describe critical elements of more complex movement patterns. 19.B.2, 19.C.2b, 19.C.2a

- Describe the importance of using combinations of body parts in performing a skill. (ie. Describe the use of the legs in performing the bumping or setting skills in volleyball).

1.4 – Identify ways that movement concepts can be used to refine movement skills. 19.C.2b

- Understand that practice improves performance. (ie. Practice motor skills and sport skills to achieve goals in the P.E. activities).

Outcome: Students will demonstrate an ability to recognize the benefits of cardiovascular activity through health-enhancing physical fitness.

Components: **2.1** – Describe the physical, emotional, and psychological benefits of participation in health-related (healthy lifestyle) activities. 20.A.2a

- List the benefits that result from participation in health-related activities.
- Brainstorm a list of the benefits of cardio exercise.

2.2 – Demonstrate regular participation in health-related activities outside of class. 20.A.2a 20.A.2b

- Participate in a league or in a pick-up activity.
- Participate in “Run for Fun”.

2.3 – Describe those activities that are considered to be lifetime activities. 20.C.2b, 20.C.2a

- List activities such as swimming, golf, hiking, and jogging.
- List non-cardio and cardio activities that can be done throughout a lifetime.

Outcome: Students will demonstrate the ability to show responsibility and cooperation in everyday physical activities. 21.A.2b

Components: **3.1** – Work cooperatively with others to obtain a common goal. 21.B.2

- Practice the basketball bounce pass with a partner, while applying concepts of movement to make the passes more successful.
- Work together with teammates in “Floor Hockey” to score goals.

3.2 – Follow rules and safe practices in all class activities without being reminded. 21.A.2c, 19.C.2a

- Stop activity immediately upon signal from teacher.
- Follow directions and help other to stay safe when participating in PE activities.

3.3 – Distinguish between compliance and noncompliance with game rules and fair play. 21.A.2a, 19.C.2.a

- Demonstrate positive sportsmanship
- Participate in game activity and show positive sportsmanship by lining up and shaking hands with opponent with verbal “nice game”.