

Morton District 709

3<sup>rd</sup> Grade Curriculum Guides

Fine Arts

Physical Education

Social Science

Science

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# SCIENCE

*Teachers are encouraged to emphasize the changing nature of scientific knowledge and understanding in their instruction. Students should learn how scientific theories have changed over time and should understand that most theories while supported by the preponderance of the current evidence have missing pieces of evidence or pieces of evidence that appear contradictory to the theory. Students should recognize that some scientific advancements have occurred as a result of individuals who have taken a different or somewhat unique view of the available data, offering a new explanation based on their interpretation of the evidence. While our curriculum will teach the currently accepted scientific theories and students will be expected to demonstrate their knowledge and understanding of those theories, we will respect individual beliefs and views. Our goal is to develop creative, critical-thinking students of science who can contribute to a greater knowledge of the truth about the universe in which we live.*

## STATE GOAL FOR LEARNING ELEVEN

*UNDERSTAND THE PROCESSES OF SCIENTIFIC INQUIRY AND TECHNOLOGICAL DESIGN TO INVESTIGATE QUESTIONS, CONDUCT EXPERIMENTS, AND SOLVE PROBLEMS.*

### Illinois Learning Standards

As a result of their schooling, students will be able to....

- A) know and apply concepts, principles, and processes of scientific inquiry.
- B) know and apply concepts, principles, and processes of technological design.

### District Objectives Scientific Inquiry/Technological Design

- 11A.301 Understand how to design and perform simple experiments by conducting an appropriate investigation. **D**
- 11A.302 Understand the steps of the scientific method by: observing, drawing a conclusion based on observation, forming a hypothesis, conducting an experiment, organizing data, constructing and reading charts and graphs, comparing data and researching a topic as it applies. **D**
- 11A.303 Compare observations of individual and group results. **D**
- 11A.304 Distinguish among the following: recording the data from an experiment, organizing the data into a more useful form, analyzing it to identify relevant patterns, and communicating results through written and oral presentations. **D**
- 11B.305 Identify a design problem, apply problem solving skills, and identify possible solutions. Assess designs or plans to build a prototype (model). **D**
- 11B.306 Assess given test results on a prototype (i.e., draw conclusions about the effectiveness of the design using given criteria). Analyze data and rebuild and retest prototype as necessary. **D**

## STATE GOAL FOR LEARNING TWELVE

*UNDERSTAND THE FUNDAMENTAL CONCEPTS, PRINCIPLES, AND INTERCONNECTIONS OF THE LIFE, PHYSICAL AND EARTH/SPACE SCIENCES.*

### Illinois Learning Standards

As a result of their schooling, students will be able to....

- A) know and apply concepts that explain how living things function, adapt, and change.
- B) know and apply concepts that describe how living things interact with each other and their environments.
- C) know and apply concepts that describe properties of matter and energy and the interactions between them.
- D) know and apply concepts that describe force and motion and the principles that explain them.
- E) know and apply concepts that describe the features and processes of the Earth and its resources.
- F) know and apply concepts that explain the composition and structure of the universe and Earth's place in it.

### District Objectives Physical Science

- 12C.314 Understand that matter is usually found in 3 states: liquid, solid, and gas and be able to identify the properties of each. Understand that water can be found in all three forms. **D**
- 12C.315 Understand that an increase in temperature generally causes things to expand, and that a decrease in temperature generally causes things to contract. Understand that particles move more slowly in a solid than they do in a liquid or a gas. **D**
- 12F.351 Understand that the mass of a body stays the same on different planets but the weight changes depending on the mass of the planet. **D**

### District Objectives Earth Science

- 12E.338 Name and distinguish the different kinds of clouds based on their appearance and place in the atmosphere: cirrus, cumulus, and stratus. **D**
- 12E.341 Understand that weather is described using measurements of temperature, wind direction and speed, amount of precipitation, humidity, and air pressure. **D**
- 12E.342 Understand that weather systems can be tracked – and their motions roughly predicted. **D**
- 12E.340 Understand that weather changes from day to day and over the seasons. Identify the order of the seasons and the different characteristics of each season. **D/M**
- 12E.343 Understand the stages of the water cycle: evaporation, condensation, and precipitation. **M**
- 12F.347 Identify the order of planets from the sun, and know that the further planets take longer to go around the sun. Understand that all planets in our solar system revolve around the sun. Because Earth revolves around the sun, objects (e.g., stars, planets, constellations) in the sky appear to change positions throughout the year. Know that it takes Earth 365 ¼ days to revolve around the sun. **D**
- 12F.348 Understand that the Earth rotates on its axis and this is responsible for the change from day to night. Understand that the tilt of the Earth is responsible for the seasons. **D**
- 12F.349 Define a constellation as a group of stars that form a pattern in the sky. Understand that constellations are useful in the study of space because they help create a map of the sky. Know that locations in the sky are often described using the names of constellations. **D**
- 12F.345 Understand that moons and planets do not produce their own light – the light we see when we look at them is the sunlight which they reflect. **M**

### District Objectives Life Science

- 12A.301 Distinguish between living and non-living things. **D**
- 12A.302 Identify the basic divisions of animals and their common characteristics. **D**
- 12A.304 Identify the basic needs of living things: animals need air, water, food, and shelter; plants need air, water, nutrients, and light. **D**
- 12A.305 Understand the functions of component parts of living things. **D**
- 12A.309 Understand that each plant or animal has different structures that serve different functions in its growth, survival, and reproduction. **D**
- 12A.303 Identify the life cycle of familiar animals and compare their various stages: birth, growth and development, reproduction, and death. Understand that metamorphosis occurs in some animals (e.g., butterflies, frogs). **M**
- 12A.306 Understand that some characteristics of living things are inherited from parents, such as the color of a flower in a plant, or the number of limbs on an animal. Understand that other features; however, are acquired by an organism through interactions with its environment (or learned) and cannot be passed down to the next generation merely through reproduction. **M**
- 12B.307 Understand the concept of food chains and food webs and the related classifications of plants or animals (e.g., producers, decomposers, consumers, herbivores, carnivores). **D**
- 12B.308 Know that the world contains many kinds of environments, and that different animals and plants are suited to live in different environments. **D**
- 12B.309 Understand that each plant or animal has different structures that serve different functions in growth, survival, and reproduction. Understand the concept of animal camouflage and how it relates to the survival of living things. **D**
- 12B.310 Identify the basic classifications of animals based on how they interact with their environment. [e.g., (a) Some animals are active in the daytime (diurnal), others in the night time (nocturnal). (b) Some animals have a body temperature that stays the same regardless of significant temperature changes in their immediate environment (warm blooded), others have a body temperature that rises and falls with the temperature changes of their environment (cold blooded). (c) Some animals are herbivores, others are carnivores.] **D**
- 12B.311 Understand that an ecosystem is made of living and nonliving things. **D**
- 12B.312 Understand that some animals survive winter by being fitted for an active life during winter (e.g., penguins), others by hibernation (e.g., certain bears), and others by migration (e.g., monarch butterflies). **D**
- 12B.313 Understand that human activities can change the number of species in an area, whether by increasing it or decreasing it. **D**
- 12B.314 Recognize the significance of conservation, protection of wildlife, preservation of wilderness areas, forest management, the role and risks of pesticides in the environment, and the humane care of domestic animals. **D**
- 12E.333 Understand that some rocks contain plant and animal fossils. Know how they were formed. **D**

## **STATE GOAL FOR LEARNING THIRTEEN**

### ***UNDERSTAND THE RELATIONSHIPS AMONG SCIENCE, TECHNOLOGY, AND SOCIETY IN HISTORICAL AND CONTEMPORARY CONTEXTS.***

#### **Illinois Learning Standards**

As a result of their schooling, students will be able to.....

- A) know and apply the accepted practices of science.
- B) know and apply concepts that describe the interaction between science, technology, and society.

#### **District Objectives Safety and Practices of Science/Science Technology, Society/Measurement**

- 13A.301 Identify the basic safety equipment used in science (e.g., gloves, goggles, lab coats, tongs). **D**
- 13A.302 Identify the basic safety procedures (e.g., “Keep your clothes and hair away from open flames,” “Don’t taste substances without permission.”) when conducting science activities. **D**
- 13A.303 Explain why similar results are expected when procedures are done the same way. Understand the importance of recording observations accurately and honestly. **D**
- 13A.304 Know that scientific results must be reproducible. Know that different scientists study different subjects but work in similar ways. **D**
- 13A.305 Know that scientists accept a theory that is supported by tests and experiments until it is disproved or improved upon. **D**
- 13A.306 Recognize that scientists share results so that each scientist may build upon what he or she learns from others. **D**
- 13A.307 Understand that when an experiment is performed a few times and yields conflicting results, one must repeat it many times. Understand that one should also try to find an explanation for the conflicting results. **D**
- 13B.308 Identify important contributions men and women have made to science and technology. **D**
- 13B.309 Understand the impact of different scientific discoveries on society. **D**
- 13B.310 Identify occupations in the field of science. **D**
- 13B.311 Identify ways that science and technology affect people's lives (e.g., in transportation, medicine, agriculture, communication) and careers. **D**
- 13B.412 Identify ways that technology has changed local, national, or global environments. **D**
- 13B.413 Identify ways to reduce, reuse, and recycle materials. **D**
- 13B.414 Know that using measuring tools results in greater accuracy than making estimates (primarily use metric measurement). **D**
- 13B.415 Identify basic scientific instruments and their functions (e.g., ruler, balance, graduated cylinder, clock, stopwatch, thermometer, microscope, telescope). **D**

# SOCIAL STUDIES

## STATE GOAL FOR LEARNING FOURTEEN

*UNDERSTAND POLITICAL SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.*

### Illinois Learning Standards

As a result of their schooling, students will be able to...

- A) understand and explain basic principles of the United States government.
- B) understand the structures and functions of the political systems of Illinois, the United States and other nations.
- C) understand election processes and responsibilities of citizens.
- D) understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.
- E) understand United States foreign policy as it relates to other nations and international issues.
- F) understand the development of United States political ideas and traditions.

### District Objectives

- 14D.301 Name the current mayor and recognize the village government of Morton. **I/D/M**
- 14C.302 Recognize the need for various forms of communication and transportation in the community of Morton. **I/D/M**
- 14A.504 Describe the characteristics of a democracy. **D**
- 14F.002 Recite the Pledge of Allegiance and show respect. **D/M**
- 14A.303 Discuss and determine class rules and American citizens' rights and responsibilities. **D/M**
- 14A.304 Explain why rules are important in communities. **D/M**

## STATE GOAL FOR LEARNING FIFTEEN

*UNDERSTAND ECONOMIC SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.*

### Illinois Learning Standards

As a result of their schooling, students will be able to...

- A) understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.
- B) understand that scarcity necessitates choices by consumers.
- C) understand that scarcity necessitates choices by producers.
- D) understand trade as an exchange of goods or services.
- E) understand the impact of government policies and decisions on production and consumption in the economy.

### District Objectives

- 15E.305 Define a tax as money that people pay to support their government. **I/D/M**
- 15C.306 Recognize that farm families provide goods and services for rural and urban families and urban families provide goods and services for rural and urban families. **I/D/M**
- 15C.307 Identify local products and their value to the community, for example, but not limited to: Morton Libby's Plant, Caterpillar, Morton Metalcraft, Yordy Turkey Farm, Morton Buildings, and Iron-A-Way. **I/D/M**
- 15C.308 Recognize that Morton products are sold worldwide. **I/D/M**
- 15A.309 Identify specific jobs people do to be able to earn a living and save money. **D/M**
- 15C.310 Recognize why we celebrate the Morton Pumpkin Festival, with emphasis on the pumpkin crop and production of canned pumpkin at Libby's. **D/M**

**STATE GOAL FOR LEARNING SIXTEEN**

*UNDERSTAND EVENTS, TRENDS, INDIVIDUALS AND MOVEMENTS SHAPING THE HISTORY OF ILLINOIS, THE UNITED STATES AND OTHER NATIONS.*

**Illinois Learning Standards**

As a result of their schooling, students will be able to....

- A) apply the skills of historical analysis and interpretation.
- B) understand the development of significant political events.
- C) understand the development of economic systems.
- D) understand Illinois, United States and world social history.
- E) understand Illinois, United States and world environmental history.

**District Objectives**

- 16B.311 Identify the contribution of famous Americans such as Martin Luther King, Jr. and other black Americans, Casimir Pulaski, Abraham Lincoln, and Susan B. Anthony and other important American women. **I/D/M**
- 16B.312 Recognize why we observe American holidays such as, but not limited to: Martin Luther King, Jr., Veteran's Day, Thanksgiving, Independence Day, Memorial Day, Casimir Pulaski Day, and birthdays of Abraham Lincoln and George Washington. **D/M**
- 16B.313 Identify why we celebrate Thanksgiving, the various groups who took part in the first Thanksgiving, and the contributions of each. **D/M**
- 16B.314 Identify some common symbols of America, for example, but not limited to: the Liberty Bell, the Statue of Liberty, the White House, and the Bald Eagle. **D/M**

**STATE GOAL FOR LEARNING SEVENTEEN**

*UNDERSTAND WORLD GEOGRAPHY AND THE EFFECTS OF GEOGRAPHY ON SOCIETY, WITH AN EMPHASIS ON THE UNITED STATES.*

**Illinois Learning Standards**

As a result of their schooling, students will be able to....

- A) locate, describe and explain places, regions and features on the Earth.
- B) analyze and explain characteristics and interactions of the Earth's physical systems.
- C) understand relationships between geographic factors and society.
- D) understand the historical significance of geography.

**District Objectives**

- 17A.315 Demonstrate an ability to use a simple map key to locate a place on a map. **I/D/M**
- 17A.316 Locate Tazewell County on a map of Illinois. **I/D/M**
- 17A.317 Locate a specific community in a state, country, and continent on both a map and a globe. **I/D/M**
- 17A.318 Locate the two countries that border the United States. **I/D/M**
- 17A.516 Identify the location of the United States in relation to other nations of the world. **D**
- 17A.115 Develop a variety of map skills according to the map skills chart. **D/M**

**STATE GOAL FOR LEARNING EIGHTEEN**

*UNDERSTAND SOCIAL SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.*

**Illinois Learning Standards**

As a result of their schooling, students will be able to.....

- A) compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.
- B) understand the roles and interactions of individuals and groups in society.
- C) understand how social systems form and develop over time.

**District Objectives**

18B.319 Understand the terms “rural” and “urban” . **I/D/M**

18B.320 Recognize that people or individuals (rural and urban) cooperate with others in achieving their basic needs. **I/D/M**

18B.321 Recognize that people of many skills and backgrounds contribute to life and growth in a community. **I/D/M**

18B.322 Identify a community problem and work individually, and as a group, on a decision-making plan to suggest possible solutions to the problem. **I/D/M**

18B.117 Recognize his/her responsibility as a member of society. **D/M**

18B.118 Discuss and understand the impact of current events as they relate to their community. **D/M**

18B.119 Discuss current events and how these events may affect their lives. **D/M**

18B.323 Know the basic traditional needs and wants of all people, for example, but not limited to: food, shelter, clothing, love, safety, and belonging, and how the people of Morton meet these needs. **D/M**

# PHYSICAL DEVELOPMENT AND HEALTH

## STATE GOAL FOR LEARNING NINETEEN

*ACQUIRE MOVEMENT SKILLS AND UNDERSTAND CONCEPTS NEEDED TO ENGAGE IN HEALTH-ENHANCING PHYSICAL ACTIVITY.*

### Illinois Learning Standard

As a result of their schooling, students will be able to....

- A) demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.
- B) analyze various movement concepts and applications.
- C) demonstrate knowledge of rules, safety and strategies during physical activity.

### District Objectives Physical Development

- 19A.600 Demonstrate control when performing combinations and sequences in individual games through locomotion, non-locomotion, and manipulative motor patterns. Skill level examples: **Soccer** – dribble, dribble around obstacles, pass, trap, shoot for goal, **Basketball** - dribble, dribble around obstacles, dribble and pass, passing, dribble and shoot, dribble and pass on the move, proper footwork for pivot and lay-up shot, **Floor Hockey** – dribble, dribble and pass, dribble and shoot to goal, blocking shots, **Volleyball** – 2-hand volley or set, serve, bump, **Football** – passing, running, and throwing, catching, kick, punt, centering, blocking, flag-pulling. Individual sports and skills could include badminton, track and field, bocce ball, and bowling. **I**
- 19B.600 Understand the principles of movement: a) Principles of throwing – direction and force, follow-through, transfer of weight, b) Absorption – trapping, stopping progress of ball, thrown, kicked, or batted, c) Transfer of body weight in throwing, striking, kicking, catching, and rolling. **I**
- 19C.600 Identify and apply rules and safety procedures in physical activities. **I**
- 19C.601 Identify offensive, defensive, and cooperative strategies in selected activities and games. **I**

## STATE GOAL FOR LEARNING TWENTY

*ACHIEVE AND MAINTAIN A HEALTH-ENHANCING LEVEL OF PHYSICAL FITNESS BASED UPON CONTINUAL SELF-ASSESSMENT.*

### Illinois Learning Standard

As a result of their schooling, students will be able to....

- A) know and apply the principles and components of health-related fitness.
- B) assess individual fitness levels.
- C) set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.

### District Objectives Physical Development

- 20A.600 Understand that participating in physical activity can improve your individual health and fitness. **I**
- 20B.600 Be able to check individual heart rate before and after an aerobic activity. **I**
- 20C.600 Recognize the relationship between movement and health-related fitness components (i.e. running, cardio-respiratory, tug of war/strength). **I**

**STATE GOAL FOR LEARNING TWENTY-ONE**

*DEVELOP TEAM-BUILDING SKILLS BY WORKING WITH OTHERS THROUGH PHYSICAL ACTIVITY.*

**Illinois Learning Standard**

As a result of their schooling, students will be able to....

- A) demonstrate individual responsibility during group physical activities.
- B) demonstrate cooperative skills during structured group physical activity.

**District Objectives Physical Development**

- 21A.600 Understand responsibility and cooperation in group games and activities (i.e. squad leaders, fair play). **I**
- 21A.601 Understand the importance of safety in participating in group activities (safe handling of equipment, rules established for safety sake). **I**
- 21A.602 Work independently while performing a skill or task. **I**
- 21B.600 Work cooperatively with a partner or in a small group while performing a skill or physical activity (i.e. jobs, set-up, takedown). **I**

**STATE GOAL FOR LEARNING TWENTY-TWO**

*UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.*

**Illinois Learning Standard**

As a result of their schooling, students will be able to....

- A) explain the basic principles of health promotion, illness prevention and safety.
- B) describe and explain the factors that influence health among individuals, groups and communities.
- C) explain how the environment can affect health.

**District Objectives Health**

- 22A.601 Describe the basic principles of health promotion and safety. **I**  
(Addressed in Science – 4th Grade – 12B.411 and 6th Grade – 12A.615)
- 22C.601 Describe how some sources in our environment, such as the sun, water, and chemicals can cause health risks. **I**

**STATE GOAL FOR LEARNING TWENTY-THREE**

*UNDERSTAND HUMAN BODY SYSTEMS AND FACTORS THAT INFLUENCE GROWTH AND DEVELOPMENT.*

**Illinois Learning Standard**

As a result of their schooling, students will be able to....

- A) describe and explain the structure and functions of the human body systems and how they interrelate.
- B) explain the effects of health-related actions on the body systems.
- C) describe factors that affect growth and development.

**District Objectives Health**

- 23A.601 Identify the functions of the circulatory, respiratory, and nervous systems. **I/D**  
(Addressed in 5th Grade – 12A.505 **nervous system** and in 6th Grade – 12A.613 **circulatory system**  
12A.614 **respiratory system**)
- 23B.601 Explain the differences between positive and negative effects of health-related actions on body functions. **I/D**  
(Addressed in 5th Grade – 12A.506)

**STATE GOAL FOR LEARNING TWENTY-FOUR**

***PROMOTE AND ENHANCE HEALTH AND WELL-BEING THROUGH THE USE OF EFFECTIVE COMMUNICATION AND DECISION-MAKING SKILLS.***

**Illinois Learning Standard**

As a result of their schooling, students will be able to.....

- A) demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.
- B) apply decision-making skills related to the protection and promotion of individual health.
- C) demonstrate skills essential to enhancing health and avoiding dangerous situations.

**District Objectives Physical Development**

24A.600 Demonstrate good sportsmanship through positive verbal and nonverbal communication. **I**

24C.600 Demonstrate basic refusal skills (i.e. pressure to smoke, use alcohol and other drugs, join gangs, physical abuse and exploitation). **I**

**FINE ARTS**  
*DANCE/DRAMA/MUSIC/VISUAL ARTS*

**STATE GOAL FOR LEARNING TWENTY-FIVE**

*KNOW THE LANGUAGE OF THE ARTS.*

**Illinois Learning Standards**

As a result of their schooling, students will be able to....

- A) understand the sensory elements, organizational principals and expressive qualities of the arts.
- B) understand the similarities, distinctions and connections in and among the arts.

**District Objectives Dance**

- 25A.401 Duplicate the beat/rhythm through body movements. **I**
- 25A.402 Perform movement patterns that show sequence. **D**

**District Objectives Drama**

- 25A.401 Understand how changes in posture, walk, and vocal quality affect characterization. **D**
- 25A.301 Read a selection and act out the key events of the story. **M**

**District Objectives Music-Vocal**

- 25A.603 Identify the tonal center in a given piece of music. **I**
- 25A.701 Identify all levels of dynamics including changing between different levels. **I**
- 25A.702 Perform all levels of dynamics. **I**
- 25A.605 Identify dynamics as an expressive choice. **I**
- 25A.608 Perform, identify, and create common rhythm patterns. **I**
- 25A.401 Identify the patterns in a piece of music: rhythmic, melodic. **D**
- 25A.402 Identify rhythm patterns of lyrics, echoes, melody, line, and names. **D**
- 25A.403 Identify AB, ABA, AABA. **D**
- 25A.404 Identify major and minor. **D**
- 25A.606 Identify conducting patterns. **D**
- 25A.103 Describe and perform the elements of music: melody, rhythm, mood, pitch, harmony, duration, tonality, dynamics, and form. **D/M**
- 25B.105 Identify and perform a skit, combining the properties of music, visual art, and drama and describe how each worked together for the success of the skit. **D/M**
- 25A.301 Differentiate between strong and weak beats in twos and threes. **M**
- 25A.302 Identify and demonstrate melodic movement by repeats, steps, and leaps. **M**

**District Objectives Visual Arts**

- 25A.401 Develop an understanding of the 3rd dimension. **I/D**
- 25A.402 Use detail to enhance visual descriptions. **I/D**
- 25A.403 Increase powers of observation by drawing from life. **I/D**
- 25A.404 Identify warm and cool colors. **I/D**
- 25B.405 Use descriptive words to describe visual and tactile perceptions of an artwork. **I/D**
- 25B.406 Express ideas and emotions, mood, and theme through artwork. **I/D**
- 25A.301 Identify type of lines (straight, curved, jagged, and broken) and properties of line (dark-light, thick-thin). **M**
- 25A.302 Differentiate between dark and light. **M**
- 25A.303 Identify primary and secondary colors. **M**
- 25A.304 Identify natural and man-made forms in environment. **M**
- 25A.305 Identify depth as the distance between objects in space. **M**
- 25A.306 Identify use of facial expression in an artwork. **M**
- 25B.103 Build visual memory by using familiar scenes and objects in artwork (i.e. after fieldtrip, vacation, etc.). **M**
- 25B.307 Identify the artists use of technique in expressing a visual concept (i.e. curved lines for feathers). **M**
- 25B.104 Create imaginary images of creatures, objects, and places. **M**

**STATE GOAL FOR LEARNING TWENTY-SIX**

*THROUGH CREATING AND PERFORMING, UNDERSTAND HOW WORKS OF ART ARE PRODUCED.*

**Illinois Learning Standards**

As a result of their schooling, students will be able to....

- A) understand processes, traditional tools and modern technologies used in the arts.
- B) apply skills and knowledge necessary to create and perform in one or more of the arts.

**District Objectives Dance**

- 26B.301 Create and demonstrate a movement sequence using locomotor and nonlocomotor skills. **I/D/M**
- 26A.203 Understand dance terms and be able to perform the movements. **D/M**
- 26B.302 Understand and perform selected dance steps in time to music. **D/M**

**District Objectives Drama**

- 26B.201 Demonstrate the basic steps and skills needed to create a play or scene. **D/M**
- 26B.302 Use combined skills including expressive speech, pantomime, dance and/or movement to convey emotions. **D/M**
- 26B.303 Create characters based on a verbal stimulus, costume piece, and/or prop. **D/M**

**District Objectives Music-Vocal**

- 26A.504 Identify instruments in each family of the orchestra. **I**
- 26A.611 Identify D.C. al Fine and D.S. al Coda. **I**
- 26B.305 Identify and perform ostinatos, rounds, and partner songs. **I/D/M**
- 26A.609 Identify and describe meters of  $\begin{matrix} 2 & 6 & 3 & 4 \\ , & , & , & . \\ 4 & 8 & 4 & 4 \end{matrix}$ . **D**
- 26B.614 Identify how to create sound and perform simple pieces on the choir chimes. **D**
- 26B.814 Demonstrate appropriate styles of singing to a given piece of music i.e. legato singing vs bouncy, short sound, etc.. **D**
- 26B.615 Create a simple 8 measure melody line using correct rhythm and notation on the piano, keyboard, or tone bells. **D**
- 26A.208 Identify, perform, and create simple notations: quarter note, quarter rest, half note, eighth note, whole note, dotted half note, and sixteenth note. **D/M**
- 26B.304 Create a simple four measure melody line, beginning and ending on “Do”, using a pentatonic scale. **D/M**
- 26B.303 Create a simple rhythmic pattern for percussion instruments to accompany a song. **M**

**District Objectives Visual Arts**

- 26A.407 Create a work utilizing paper construction processes. **I/D**
- 26A.408 Identify or use basic drawing and painting tools. **I/D**
- 26A.409 Identify or use materials for weaving or stitchery. **I/D**
- 26A.410 Create a weaving using a very simple process and weaving materials. **I/D**
- 26B.412 Demonstrate the use of various materials (i.e. clay, boxes, found objects, styrofoam, etc) to create sculpture or collage. **I/D**
- 26B.413 Construct a sculpture. **I/D**
- 26A.411 Using hand-building techniques create a work from clay. **D**
- 26A.308 Demonstrate simple paper construction processes (folding, cutting, curling, and tearing). **M**
- 26A.309 Create a visual image using paints and brushes. **M**
- 26A.310 Use line and color to create pattern. **M**
- 26A.311 Create a visual image using drawing tools. **M**
- 26B.211 Create a visual image with emphasis on using a specific or a variety of line, shape, texture, and/or color. **M**

**STATE GOAL FOR LEARNING TWENTY-SEVEN**

*UNDERSTAND THE ROLE OF THE ARTS IN CIVILIZATIONS, PAST AND PRESENT.*

**Illinois Learning Standards**

As a result of their schooling, students will be able to....

- A) analyze how the arts function in history, society, and everyday life.
- B) understand how the arts shape and reflect history, society, and everyday life.

**District Objectives Dance**

- 27A.303 Perform dances from various cultures around the world. **D/M**

**District Objectives Drama**

27A.402 Identify how the arts contribute to communication, celebrations, occupations, and recreations (i.e. advertising, community theatre, cultural festivals, etc.). **I**

**District Objectives Music-Vocal**

27A.616 Identify and recall representative works and composers from: Medieval/Gregorian Chant, Renaissance, Baroque, Classical, Romantic, and Modern periods. **I**

27B.505 Express how music reflects tradition. **I**

27A.108 Identify music from a variety of styles, cultures, and moods. **D/M**

**District Objectives Visual Arts**

27A.414 Identify universal emotions and experiences expressed in given visual images. **I/D**

27A.415 Identify that different cultures have unique styles of visual art expression. **I/D**

27A.213 Identify given significant visual images. **M**

## APPENDIX A

### SOCIAL STUDIES: KINDERGARTEN THROUGH SIXTH MAP SKILLS SCOPE AND SEQUENCE

The following helps students:

#### MAP AND GLOBE SKILLS

	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
<b>understanding globes</b>	•	•	•	•	•	•	•
North and South Poles		•	•	•	•	•	•
equator			•	•	•	•	•
hemispheres			•	•	•	•	•
prime meridian					•	•	•
Tropics of Cancer and Capricorn					•	•	•
Arctic and Antarctic Circles					•	•	•
<b>identify the purpose and use of maps</b>	•	•	•	•	•	•	•
map title		•	•	•	•	•	•
time zones		•	•	•	•	•	•
map key (legend)		•	•	•	•	•	•
compass rose (direction indicator)		•	•	•	•	•	•
map scale (miles, kilometers)				•	•	•	•
grid scale (longitude, latitude)			•	•	•	•	•
<b>comparing maps with globes</b>	•	•	•	•	•	•	•
<b>comparing maps with photographs</b>		•	•	•	•	•	•
<b>understanding map symbols</b>	•	•	•	•	•	•	•
land and water	•	•	•	•	•	•	•
colors, tints, and patterns		•	•	•	•	•	•
object and picture symbols		•	•	•	•	•	•
lines and borders			•	•	•	•	•
road, routes, and arrows		•	•	•	•	•	•
location symbols			•	•	•	•	•
relief and elevation					•	•	•
<b>understanding directional terms and finding direction (top, bottom, left, right)</b>	•	•	•	•	•	•	•
cardinal directions (N., S., E., W.)		•	•	•	•	•	•
intermediate directions				•	•	•	•
<b>understanding and measuring distance</b>				•	•	•	•
miles and kilometers				•	•	•	•
map insets				•	•	•	•
<b>understanding and finding location</b>		•	•	•	•	•	•
number and letter grids			•	•	•	•	•
lines of latitude and longitude (parallels and meridians)					•	•	•
measurements in degrees					•	•	•
<b>understanding map projections and distortions</b>						•	•
<b>understanding cartograms</b>							•

## APPENDIX B

### SOCIAL STUDIES: CHARTS AND GRAPH SKILLS

	<b>K</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>6<sup>th</sup></b>
understanding and using pictographs	•	•	•	•	•	•	•
understanding and using charts and diagrams	•	•	•	•	•	•	•
understanding and using bar graphs	•	•	•	•	•	•	•
understanding and using calendars and time lines	•	•	•	•	•	•	•
understanding and using tables and schedules		•	•	•	•	•	•
understanding and using line graphs					•	•	•
understanding and using circle (pie) graphs						•	•
understanding and using climographs							•