

Morton District 709

4th 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.401 Understand how to design and perform simple experiments by conducting an appropriate investigation. **D**
- 11A.402 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.403 Compare observations of individual and group results. **D**
- 11A.404 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.405 Identify a design problem, apply problem solving skills, and identify possible solutions. Assess designs or plans to build a prototype (model). **D**
- 11B.406 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.414 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/M**
- 12C.415 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/M**
- 12C.416 Understand that some substances will dissolve in water and some will not. Understand the property of density. **D/M**

District Objectives

- 12C.417 Understand that a magnet attracts iron, but not plastic, paper, and other nonmetals; nor does it attract all metals (since it does not attract copper or aluminum). Identify conductors and insulators. **D/M**
- 12C.418 Understand that rubbing together certain objects produces a static electrical charge: in particular, rubbing a balloon on someone's hair or walking in a dry room can build up a charge on the person walking (which is felt as a shock when that person touches someone else). Understand that objects can be positively charged, or negatively charged. **D/M**
- 12C.420 Understand that electrical energy can be converted to other types of energy such as heat, light, sound or mechanical energy. **D/M**
- 12C.421 Understand that besides static electricity, there is also such a thing as current electricity. For example, given a battery, bulb, and wire, students will understand the proper configuration to make the bulb light. **D/M**
- 12C.422 Understand that lighter colors reflect more light, darker absorb more, and that the color one sees depends on what kind of light is reflected (rather than absorbed) by the object seen. **D/M**
- 12C.423 Understand that white light can be broken into all the colors of the rainbow by means of a prism. **D/M**
- 12C.424 Understand that light travels in a straight line and can be reflected, refracted, transmitted, and absorbed by matter. **D/M**
- 12D.426 Identify the basic forces, such as friction, magnetism, and gravity. Identify which force is operative in a simple scenario. **D/M**
- 12D.427 Identify simple machines (lever, inclined plane, pulley, screw, and wheel and axle) and understand how they function. Understand how they apply forces with advantage, and identify which machine is suited for accomplishing a simple task. **D/M**

District Objectives Earth Science

- 12E.430 Understand that a natural resource is any material found on Earth that is used by people. Understand the difference between renewable and nonrenewable resources. Know that fossil fuels come from animals and plants, and that oil, coal, and natural gas are examples of fossil fuels. **D/M**
- 12E.431 Identify which everyday materials decompose most slowly (e.g., plastics, glass and ceramics decompose slower than metals, wood, or food substances). **D/M**
- 12E.432 Understand that the surface of the Earth changes. Know that some changes are due to slow processes (e.g., erosion, weathering), whereas others are due to sudden events (e.g., landslides, volcanic eruptions, earthquakes, asteroid impacts). **D/M**
- 12E.433 Understand that some rocks contain plant and animal fossils. Know how they were formed. **D/M**
- 12E.434 Identify the three basic kinds of rocks: igneous, sedimentary, and metamorphic and the processes that created them. Use information to identify physical properties of minerals. **D/M**
- 12E.435 Understand that movement in parts of the Earth's crust causes earthquakes. **D/M**
- 12E.436 Understand that the main cause of erosion is moving water. Understand that when water erodes landmasses, it carries the land away by rainfall and rivers and re-deposits it in the form of pebbles, sand, silt, and mud. Understand that the delta of a river is formed by such deposits. Understand that deposition of new soil over a flood plain is what makes a river valley fertile. Identify other causes of erosion besides erosion by water (e.g., wind, chemical erosion). **D/M**
- 12E.437 Understand that land formations (mountains, valleys, shorelines, and caves) change slowly over time, and identify the major natural causes of such changes: (a) Slow causes: erosion, caused by wind, rain, glaciers, water freezing inside cracks of rocks (which expands and splits the rocks), the growth of tree roots; (b) Sudden causes: rare catastrophes (e.g., earthquakes, volcanic activity, asteroid impacts, floods). **D/M**
- 12E.444 Understand that most of Earth's surface is covered by water, and identify the major kinds of land and water formations: continent, mountain, valley, island, cave, ocean, lake, and river. **D/M**
- 12E.438 Name and distinguish the different kinds of clouds based on their appearance and place in the atmosphere: cirrus, cumulus, and stratus. **M**
- 12E.439 Identify types of precipitation and the conditions that cause them to form. **M**
- 12E.440 Understand that weather changes from day to day and over the seasons. Understand the climate is the weather pattern in various locations on Earth. **M**
- 12E.441 Understand that weather is described using measurements of temperature, wind direction and speed, amounts of precipitation, humidity, and air pressure. **M**
- 12E.442 Understand that weather systems can be tracked – and their motions roughly predicted. **M**
- 12F.450 Understand that the Milky Way is our galaxy, so-called because there appears to be a milky-white path or road in the sky. **D/M**
- 12F.451 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/M**
- 12F.446 Identify the relative positions of the Earth, moon, and sun during a solar eclipse, a lunar eclipse, a full moon, a half moon and a new moon. Given a diagram of the Earth, moon, and sun, identify which of these is depicted. **M**
- 12F.447 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. **M**

District Objectives Earth Science

- 12F.448 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. **M**
- 12F.449 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. **M**

District Objectives Life Science

- 12A.401 Distinguish between living and non-living things. **M**
- 12A.402 Identify the basic divisions of animals and their common characteristics. **M**
- 12A.404 Identify the basic needs of living things: animals need air, water, food, and shelter; plants need air, water, nutrients, and light. **M**
- 12A.405 Understand the functions of component parts of living things. **M**
- 12A.409 Understand that each plant or animal has different structures that serve different functions in its growth, survival, and reproduction. **M**
- 12B.406 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.407 Understand the concept of food chains and food webs and the related classifications of plants or animals (e.g., producers, decomposers, consumers, herbivores, carnivores). **M**
- 12B.408 Know that the world contains many kinds of environments, and that different animals and plants are suited to live in different environments. **M**
- 12B.409 Understand the concept of animal camouflage and how it relates to the survival of living things. **M**
- 12B.410 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]. **M**
- 12B.411 Understand that an ecosystem is made of living and nonliving things. **M**
- 12B.412 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). **M**
- 12B.413 Understand that human activities can change the number of species in an area, whether by increasing it or decreasing it. **M**
- 12B.414 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. **M**

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.401 Identify the basic safety equipment used in science (e.g., gloves, goggles, lab coats, tongs). **D**
- 13A.402 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.403 Explain why similar results are expected when procedures are done the same way. Understand the importance of recording observations accurately and honestly. **D**
- 13A.404 Know that scientific results must be reproducible. Know that different scientists study different subjects but work in similar ways. **D**
- 13A.405 Know that scientists accept a theory that is supported by tests and experiments until it is disproved or improved upon. **D**
- 13A.406 Recognize that scientists share results so that each scientist may build upon what he or she learns from others. **D**
- 13A.407 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.408 Identify important contributions men and women have made to science and technology. **D**

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

- 13B.409 Understand the impact of different scientific discoveries on society. **D**
- 13B.410 Identify occupations in the field of science. **D**
- 13B.411 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

- 14B.505 Identify the three branches of government designated in the United States Constitution and describe functions of each. **I**
- 14F.401 Recite the Pledge of Allegiance and write a meaning for the following words: allegiance, republic, indivisible, liberty, and justice. **I/D/M**
- 14D.402 Write the names of the following: a) President and Vice-President of the United States b) Governor of Illinois. **I/D/M**
- 14C.403 Recognize the responsibilities of good citizenship for example, but not limited to loyalty to country, obedience to laws, willingness to do public service, to vote, to serve on juries, to pay taxes, to defend the country. **I/D/M**
- 14F.404 Analyze the meanings of our Pledge of Allegiance and identify rights and responsibilities we have. **I/D/M**
- 14B.405 Define government as a group of people who make laws and see that they are obeyed. **I/D/M**
- 14A.504 Describe the characteristics of a democracy. **D**
- 14F.002 Recite the Pledge of Allegiance and show respect. **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

- 15B.406 Recognize why occupations have changed over time. **I/D/M**
- 15E.407 Identify how Illinois goods and services have become an integral part of the economics of the United States. **I/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

- 16C.408 Identify the contribution of Abraham Lincoln, George Washington, Casimir Pulaski, and Martin Luther King, Jr.. **I/D/M**
- 16B.409 Identify significant historical events and landmarks of Illinois and their relationship to our history. **I/D/M**
- 16C.410 Identify important citizens of Illinois and how they contributed to the state and nation . **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**

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.606 Label continents, oceans, and hemispheres on a world map. **I**
- 17C.411 Recognize the need for and the impact of communication and transportation in the United States. **I/D/M**
- 17C.412 Compare and contrast rural and urban communities. **I/D/M**
- 17B.413 Compare families living in different regions of the United States. **I/D/M**
- 17A.414 Illustrate how the physical features and climate affect the people of different regions. **I/D/M**
- 17C.415 Identify ways people inhabit, modify, and adapt to different physical environments. **I/D/M**
- 17C.416 Recognize that natural resources and climate of a region determine what is to be produced. **I/D/M**
- 17C.417 Recognize that natural resources may vary by geographic location. **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.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**

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. **D**
- 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. **D**
- 19C.600 Identify and apply rules and safety procedures in physical activities. **D**
- 19C.601 Identify offensive, defensive, and cooperative strategies in selected activities and games. **D**

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. **D**
- 20B.600 Be able to check individual heart rate before and after an aerobic activity. **D**
- 20C.600 Recognize the relationship between movement and health-related fitness components (i.e. running, cardio-respiratory, tug of war/strength) **D**

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). **D**
- 21A.601 Understand the importance of safety in participating in group activities (safe handling of equipment, rules established for safety sake). **D**
- 21A.602 Work independently while performing a skill or task. **D**
- 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). **D**

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. **D**
(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. **D**

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. **D**

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

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. **D/M**

25A.402 Perform movement patterns that show sequence. **M**

District Objectives Drama

25A.601 Use nonverbal cues (pantomime) to express meaning of a given clue. **I**

25A.703 Explain the effects of an actor's vocal pitch, volume, and tone on the interpretation of a character. **I**

25A.602 Demonstrate a familiarity with such drama skills as expressive speech, pantomime, playmaking, and/or movement. **I**

25B.705 Identify given significant dramatic selections. **I**

25A.401 Understand how changes in posture, walk, and vocal quality affect characterization. **M**

District Objectives Music-Vocal

25A.601 Differentiate between beat and off beat. **I**

25A.502 Differentiate between definite and indefinite pitch. **I**

25A.807 Identify the basic skills necessary in creating good vocal singing. **I**

25A.603 Identify the tonal center in a given piece of music. **D**

25A.701 Identify all levels of dynamics including changing between different levels. **D**

25A.702 Perform all levels of dynamics. **D**

25A.605 Identify dynamics as an expressive choice. **D**

25A.606 Identify conducting patterns. **D**

25A.608 Perform, identify, and create common rhythm 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.401 Identify the patterns in a piece of music: rhythmic, melodic. **M**

25A.402 Identify rhythm patterns of lyrics, echoes, melody, line, and names. **M**

25A.403 Identify AB, ABA, AABA. **M**

25A.404 Identify major and minor tonality. **M**

District Objectives Visual Art

25A.502 Identify color tint and hues. **I/D**

25A.503 Name 3-dimensions (height, depth, width). **I/D**

25A.504 Identify that measured space (as well as repeated space) makes patterns. **I/D**

25A.501 Use related and contrasting color and line to create pattern. **I/D**

25B.505 Arrange design motifs to make related variations. **I/D**

25A.401 Develop an understanding of the 3rd dimension. **M**

25A.402 Use detail to enhance visual descriptions. **M**

25A.403 Increase powers of observation by drawing from life. **M**

25A.404 Identify warm and cool colors. **M**

25B.405 Use descriptive words to describe visual and tactile perceptions of an artwork. **M**

25B.406 Express ideas and emotions, mood and theme through artwork. **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.501 Listen to the music and refine the dance steps while performing. **I**
- 26B.502 Demonstrate simple dance sequences to music. **I**
- 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.610 Identify duets, trio, quartet, chorus, and individual voice parts: soprano, alto, tenor, bass. **I**
- 26B.406 Identify and perform basic recorder methods: all notes of "C" major scale, D¹, B^b, F[#], play simple melodies, and counter melodies. **I/D/M**
- 26A.405 Identify ties and slurs. **I/D/M**
- 26A.609 Identify and describe meters of $\begin{matrix} 2 & 6 & 3 & 4 \\ , & , & , & . \\ 4 & 8 & 4 & 4 \end{matrix}$. **D**
- 26A.504 Identify instruments in each family of the orchestra. **D**
- 26A.611 Identify D.C. al Fine and D.S. al Coda. **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**

District Objectives Visual Arts

- 26A.506 Demonstrate simple printing techniques. **I/D**
- 26A.507 Identify or demonstrate simple paper construction processes. **I/D**
- 26B.508 Create a multi-color print. Use specific lines to create a varied effect. **I/D**
- 26A.407 Create a work utilizing paper construction processes. **M**
- 26A.408 Identify or use basic drawing and painting tools. **M**
- 26A.409 Identify or use materials for weaving or stitchery. **M**
- 26A.410 Create a weaving using a very simple process and weaving materials. **M**
- 26A.411 Using hand-building techniques create a work from clay. **M**
- 26B.211 Create a visual image with emphasis on using a specific or a variety of line, shape, texture, and/or color. **M**
- 26B.412 Demonstrate the use of various materials (i.e. clay, boxes, found objects, styrofoam, etc.) to create sculpture or collage. **M**
- 26B.413 Construct a sculpture. **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.). **D/M**

District Objectives Music-Vocal

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

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

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

District Objectives Visual Arts

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

27A.414 Identify universal emotions and experiences expressed in given visual images. **M**

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

APPENDIX A

SOCIAL STUDIES: KINDERGARTEN THROUGH SIXTH MAP SKILLS SCOPE AND SEQUENCE

The following helps students:

MAP AND GLOBE SKILLS

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

APPENDIX B

SOCIAL STUDIES: CHARTS AND GRAPH SKILLS

	K	1st	2nd	3rd	4th	5th	6th
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							•