

Urbana School District #116
FOURTH GRADE CORE EXPECTATIONS

LANGUAGE ARTS

Illinois State Goal 1: Read with understanding and fluency.

| State Standard | District Core Expectations |
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| 1A: Apply word analysis and vocabulary skills to comprehend selections. | <ul style="list-style-type: none"> • Use context clues, word structure (prefixes, suffixes, and root words), and previous experience to determine the meanings of unfamiliar words • Determine the meanings of words using antonyms, synonyms, homophones, and homographs • Determine the word that best fits a given context |
| 1B: Apply reading strategies to improve understanding and fluency. | <ul style="list-style-type: none"> • Read aloud grade-level fluently and accurately • Use text features to help increase understanding • Self-monitor understanding of what is read (reread, context clues, skip and read ahead, ask “Where have I seen this before? Does this make sense?”, apply more than one strategy) • Set, monitor, and accomplish own reading goals |
| 1C: Comprehend a broad range of reading materials. | <ul style="list-style-type: none"> • Identify the purpose for reading (e.g., gather information, follow directions, be entertained) • Tell the author’s purpose for writing fiction or nonfiction (inform, persuade, entertain) • Identify the main idea of a selection when it is not explicitly stated • Paraphrase and summarize major information from a story or text • Draw conclusions based on content and use illustrations or text to support them • Tell the difference between fact and opinion • Respond to questions that reflect higher order thinking skills • Draw conclusions from information in maps, charts, graphs, and diagrams • Make inferences, draw conclusions and make connections from text-self, text-text, and text-world • Follow simple multiple-step written directions and tell if a set of instructions or procedures is complete |

Illinois State Goal 2: Read and understand literature representative of various societies, eras and idea.

| State Standard | District Core Expectations |
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| 2A: Understand how literary elements and techniques are used to convey meaning. | <ul style="list-style-type: none"> • Tell the author's purpose • Identify different types of genre and tell their characteristics (poem, story, legend, myth, folktale, nonfiction) • Tell the difference among plot, character, setting, and theme • Tell what characters are like by what they say or do or how the author or illustrator portrays them • Tell why characters act as they do (like motivation, situation, circumstance) • Distinguish between main and supporting characters • Identify and discuss the elements of plot and subplot • Identify the lesson/ moral/ meaning of a story and tell whether it is implied or stated directly • Identify metaphor, simile, and idiom • Identify the rising action, climax and resolution a story • Identify rhyme scheme, alliteration, onomatopoeia, and consonance • Tell whether a nonfiction passage is narrative, persuasive, or expository |
| 2B: Read and interpret a variety of literary works | <ul style="list-style-type: none"> • Respond critically to reading materials from different genre • Compare stories to my own experience, prior knowledge or other stories. |

Illinois State Goal 3: Write to communicate for a variety of purposes.

| State Standard | District Core Expectations |
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| 3A: Use correct grammar, spelling, punctuation, capitalization and structure. | <ul style="list-style-type: none"> • Use correct capitalization, punctuation, and grammar in own writing • Use an editing checklist, list of rules, or rubric to edit own writing or that of others • Apply spelling patterns and strategies for self-correction • Spell high-frequency words correctly • Write legibly in cursive |
| 3B: Compose well-organized and coherent writing for specific purposes and audiences. | <ul style="list-style-type: none"> • Use pre-writing strategies to generate ideas and plan writing. • Revise own writing for specific writing traits (e.g. ideas, organization, word choice, sentence fluency, voice and conventions) using scoring /rubric with some help • Write a cohesive 4-5 paragraph essay with clear beginning, middle and end, including reasons and examples |
| 3C: Communicate ideas in writing to accomplish a variety of purposes. | <ul style="list-style-type: none"> • Show an awareness of audience when selecting voice in own writing • Use a variety of writing forms (e.g., narrative, expository, persuasive, technical and creative), meeting the specified criteria of each form |

Illinois State Goal 4: Listen and speak effectively in a variety of situations.

| State Standard | District Core Expectations |
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| 4A: Listen effectively in formal and informal situations | <ul style="list-style-type: none"> • Listen with understanding and respond to directions, conversations, and discussions • Paraphrase and summarize what he/she hears • Participate in group discussions as an active listener, contributor or discussion leader |
| 4B: Speak effectively using language appropriate to the situation and audience. | <ul style="list-style-type: none"> • Demonstrate awareness of audience/ speaker relationships • Speak in a variety of settings • Focus and share information on a single topic |

Illinois State Goal 5: Use the language arts to acquire, assess and communicate information.

| State Standard | District Core Expectations |
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| 5A: Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas. | <ul style="list-style-type: none"> • Use a dictionary, atlas and almanac to locate information • Use a systematic process for research (select a topic, ask questions, narrow the topic, make a plan for gathering information) • Follow multiple-step written instructions • Create, use, and interpret graphic organizers to make meaning from text • Use text features to determine most important information • Determine which reference is needed to locate specific information • Access print and non-print information for reports • List sources of information selected for use in a project |
| 5B: Analyze and evaluate information acquired from various sources. | <ul style="list-style-type: none"> • Use information gained from text to formulate, explain and support questions during and after reading • Sort, classify, categorize, combine, and organize information for a specific topic or purpose • Use a variety of sources (e.g. reference books, newspapers, magazines, encyclopedia, interviews, available technology, websites, experts) to gather information relevant to a topic or research focus • Understand the concept of primary source • Evaluate the accuracy, currency, and reliability of materials from various sources |
| 5C: Apply acquired information, concepts, and ideas to communicate in a variety of formats. | <ul style="list-style-type: none"> • Share information in oral, written, and available multi-media forms for specific audiences and purposes |

MATHEMATICS

Illinois State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.

| State Standard | District Core Expectations |
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| 6A: Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings. | <ul style="list-style-type: none"> Identify and write numbers up to 1,000,000 Know place values to 1,000,000 Order and compare numbers up to 1,000,000 Order and compare fractions Identify and compare decimals (hundredths) Locate whole numbers, $\frac{1}{2}$s, and $\frac{1}{4}$s on a number line Describe numbers and their characteristics (odd/even, factors/multiples, greater than/less than) |
| 6B: Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships. | <ul style="list-style-type: none"> Multiply and divide (up to three digit dividend) Add and subtract fractions and whole numbers Solve money problems to \$100.00 Use the commutative and distributive properties to solve problems |
| 6C: Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers. | <ul style="list-style-type: none"> Round to ten thousands Solve a problem and write how it was solved |
| 6D: Solve problems using comparison of quantities, ratios, proportions and percents. | <ul style="list-style-type: none"> Compare using ratios Compare fractions to percents |

Illinois State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.

| State Standard | District Core Expectations |
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| 7A: Measure and compare quantities using appropriate units, instruments and methods. | <ul style="list-style-type: none"> Solve problems involving elapsed time (hours, minutes) Choose and use correct units and tools to measure Measure length to the nearest $\frac{1}{2}$" and $\frac{1}{2}$ cm Solve problems with area and perimeter Determine the volume of a solid figure |
| 7B: Estimate measurements and determine acceptable levels of accuracy. | <ul style="list-style-type: none"> Compare and estimate length, area, volume, and mass |
| 7C: Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings. | <ul style="list-style-type: none"> Convert measurements (standard or metric) |

Illinois State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results.

| State Standard | District Core Expectations |
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| 8A: Describe numerical relationships using variables and patterns. | <ul style="list-style-type: none"> Find the missing number in a pattern |
| 8B: Interpret and describe numerical relationships using tables, graphs and symbols. | <ul style="list-style-type: none"> Describe trends found in tables, charts, and graphs |
| 8C: Solve problems using systems of numbers and their properties. | |
| 8D: Use algebraic concepts and procedures to represent and solve problems. | <ul style="list-style-type: none"> Write and solve expressions using letters or symbols |

Illinois State Goal 9: Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.

| State Standard | District Core Expectations |
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| 9A: Demonstrate and apply geometric concepts involving points, lines, planes, and spaces. | <ul style="list-style-type: none"> Describe and classify 2D shapes according to their characteristics (side, angle, line) Describe and classify 3D figures according to their characteristics (face, vertex, edge) Plot and locate points on a grid, and describe paths of movement Sketch and identify all lines of symmetry in an object Describe paths of movement (slide, flip, turn) Identify perpendicular lines and right angles |
| 9B: Identify, describe, classify and compare relationships using points, lines, planes, and solids. | <ul style="list-style-type: none"> Predict the result of putting shapes together (composing) and taking them apart (decomposing) Know the distance between two points on a number line |
| 9C: Construct convincing arguments and proofs to solve problems. | NA |
| 9D: Use trigonometric ratios and circular functions to solve problems | NA |

Illinois State Goal 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.

| State Standard | District Core Expectations |
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| 10A: Organize, describe and make predictions from existing data. | <ul style="list-style-type: none"> Create and read tables, tally charts, bar graphs, pictographs, line graphs, and circle graphs |
| 10B: Formulate questions, design data collection methods, gather and analyze data and communicate findings. | <ul style="list-style-type: none"> Find the mode, median and range of a set of data |
| 10C: Determine, describe and apply the probabilities of events. | <ul style="list-style-type: none"> Describe probability using numbers, like 3 out of 4 |

SCIENCE

Illinois State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

| State Standard | District Core Expectations |
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| 11A: Know and apply the concepts, principles, and processes of scientific inquiry. | <ul style="list-style-type: none"> • Use equipment and materials in science activities safely • Describe why accuracy and detail are important when recording data • Write down observations during a scientific investigation • Describe why similar experiments can result in different findings |
| 11B: Know and apply the concepts, principles and processes of technological design. | <ul style="list-style-type: none"> • Describe how technology is used in scientific investigations |
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Illinois State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

| State Standard | District Core Expectations |
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| 12A: Know and apply concepts that explain how living things function, adapt and change. | <ul style="list-style-type: none"> • Describe the process of photosynthesis • Describe plant and animal reproduction • Describe the relationship among producers, consumers, and decomposers in food chains • Describe the different relationships among living things, such as predator/prey, parasite/host, and producer/consumer/decomposer |
| 12B: Know and apply concepts that describe how living things interact with each other and with their environment. | <ul style="list-style-type: none"> • Recognize different factors in the physical environment that contribute to changes in populations • Interpret how local, regional, and global ecosystems are impacted by personal and societal choices |
| 12C: Know and apply concepts that describe properties of matter and energy and the interactions between them. | <ul style="list-style-type: none"> • State the names of electrical units • Describe the difference between static and current electricity • Describes basic properties of magnets • Explain how an electromagnet works |
| 12D: Know and apply concepts that describe force and motion and the principles that explain them. | <ul style="list-style-type: none"> • Define “gravitational force” • Identify the relationship between friction and movement • Describe how forces produce actions and reactions • Identify simple machines and their functions • Define constant, variable, and periodic motions |

SCIENCE

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| <p>12E: Know and apply concepts that describe the features and processes of the Earth and its resources.</p> | <ul style="list-style-type: none"> • Describe how cloud type and weather patterns relate • Identify the symbols used on a weather map • Describe the instruments and scales that are utilized by scientists to make weather related measurements • Explain weather patterns based on atmospheric conditions, and be able to record and discuss local daily conditions • Identify the causes and effects of erosion • Tell the difference between slow-change processes and rapid-change processes • Describe what the ozone layer is and why it is important |
| <p>12F: Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.</p> | <ul style="list-style-type: none"> • N/A |

Illinois State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.

| State Standard | District Core Expectations |
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| <p>13A: Know and apply the accepted practices of science.</p> | <ul style="list-style-type: none"> • Identify and use units of measurement used in the metric system • Use observation and measurement to collect data • Collect scientific data from experiments • Make graphs and charts using scientific data |
| <p>13B: Know and apply concepts that describe the interaction between science, technology and society.</p> | <ul style="list-style-type: none"> • Describe how technology is used for various purposes in science • Describe the effects on society of scientific and technological discoveries |

SOCIAL SCIENCES

Illinois State Goal 14: Understand political systems, with an emphasis on the United States.

| State Standard | District Core Expectations |
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| 14A: Understand and explain basic principles of the United States government. | <ul style="list-style-type: none"> Describe democracy. Explain how the Declaration of Independence and the Constitution support democracy. |
| 14B: Understand the structures and functions of the political systems of Illinois, the United States, and other nations. | <ul style="list-style-type: none"> Describe how our town is governed. Name some of the decisions that are made at the local level. Explain the governmental structure of Illinois. Explain the structure of the United States' government. List the three branches of the federal government and explain how they are interrelated. Describe how a law is passed. |
| 14C: Understand election processes and responsibilities of citizens. | <ul style="list-style-type: none"> Explain how a president is elected. |
| 14D: Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations. | <ul style="list-style-type: none"> Describe how our state meets the basic needs of its citizens. Describe political motivations behind exploration. |
| 14E: Understand United States foreign policy as it relates to other nations and international issues. | NA |
| 14F: Understand the development of United States political ideas and traditions. | <ul style="list-style-type: none"> Explain how political systems in Europe contribute to colonization in America. Explain how major historical events shape the development of our representative form of federal government. Describe how Andrew Jackson's policies affected the settling of the American West |

Illinois State Goal 15: Understand economic systems, with an emphasis on the United States.

| State Standard | District Core Expectations |
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| 15A: Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services. | <ul style="list-style-type: none"> Explain the main sources of employment in Champaign-Urbana and how it that affected the community. Describe how the pattern of business locations has changed over the history of the community and offer reasons this may be. Describe the economic cost and benefit of exploring new lands. Describe the role taxation had in our country's independence. Describe the economic factors that might influence a pioneer's decision to head west. Explain how the United States government is funded. Explain how and why public goods and services are provided by different levels of the government. Describe the role economics play in government and elections. |

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| 15B: Understand that scarcity necessitates choices by consumers. | NA |
| 15C: Understand that scarcity necessitates choices by producers. | NA |
| 15D: Understand trade as an exchange of goods or services, | NA |
| 15E: Understand the impact of government policies and decisions on production and consumption in the economy. | <ul style="list-style-type: none"> Using historic and current maps, compare population and economic growth of different regions of the state. Describe the interrelationship of agriculture, industry, technology, and geography and how they affect the economic system of Illinois. |

Illinois State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

| State Standard | District Core Expectations |
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| 16A: Apply the skills of historical analysis and interpretation | <ul style="list-style-type: none"> Explain how changes in technology, transportation, and communication have affected the development of the state. |
| 16B: Understand the development of significant political events. | <ul style="list-style-type: none"> Describe the reasons and events that lead up to the Revolutionary War. Explain how major historical events shaped the development of our representative form of government. |
| 16C: Understand the development of economic systems. | <ul style="list-style-type: none"> Explain the main sources of employment in Champaign-Urbana and how it that affected the community. Describe how the pattern of business locations has changed over the history of the community and offer reasons this may be. Using historic and current maps, compare population and economic growth of different regions of the state. Describe the interrelationship of agriculture, industry, technology, and geography and how they affect the economic system of Illinois. |
| 16D: Understand Illinois, United States and world social history. | <ul style="list-style-type: none"> Explain how the community has changed over time to meet the needs of the people who live here. Identify and understand the significance of major highlights in Champaign-Urbana history. Explain how people shaped the history of Illinois. Explain how disputes between people of different cultures in the state of Illinois have been and continue to be resolved. List three important people from Illinois and why they are important. Explain the contributions of each group to American history. Describe life for early American colonists. Describe what settlers might have faced as they travel to the West. Explain what motivated the pioneers to travel to the West. |

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| 16E: Understand Illinois, United States and world environmental history. | <ul style="list-style-type: none"> Describe the interrelationship of agriculture, industry, technology, and geography and how they affect the economic system of Illinois. |
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Illinois State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

| State Standard | District Core Expectations |
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| 17A: Locate, describe and explain places, regions and features on the Earth. | <ul style="list-style-type: none"> Locate Champaign-Urbana's location on state, national, and world maps. |
| 17B: Analyze and explain characteristics and interactions of the Earth's physical systems. | <ul style="list-style-type: none"> Describe how Champaign-Urbana's location on Earth contributes to the daily life here. |
| 17C: Understand relationships between geographic factors and society. | <ul style="list-style-type: none"> Explain how the topography of Illinois has affected this community (including settling here, dredging the land, railroads to the west). <ul style="list-style-type: none"> List and explain the value of Illinois natural resources. What natural phenomena created and contributed to the topography of Illinois. Explain how the geological formation of the state contributed to the history of Illinois? Explain how the geographical region where each culture developed lead to that culture's impact on modern America. Explain how geographic features lead to the location of specific settlements |
| 17D: Understand the historical significance of geography. | <ul style="list-style-type: none"> Describe how the distance between England and America lead to tension in the 13 colonies. Explain how the geography of America contributed to the concept of manifest destiny. Explain how geographical features can shape political boundaries. |

Illinois State Goal 18: Understand social systems, with an emphasis on the United States.

| State Standard | District Core Expectations |
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| 18A: Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions. | <ul style="list-style-type: none"> Explain how the community has changed over time to meet the needs of the people who live here. Identify and understand the significance of major highlights in Champaign-Urbana history. |
| 18B: Understand the roles and interactions of individuals and groups in society. | <ul style="list-style-type: none"> List three important people from Illinois and why they are important. Explain the contributions of each group to American history. |
| 18C: Understand how social systems form and develop over time. | <ul style="list-style-type: none"> Explain how the community has changed over time to meet the needs of the people who live here. |

PHYSICAL DEVELOPMENT AND HEALTH

Illinois State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

| State Standard | District Core Expectations |
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| 19A: Demonstrate physical competency in individual and team sports, creative movement, leisure and work related activities | <ul style="list-style-type: none"> • Demonstrate proper form while executing all locomotor and non-locomotor movements • Demonstrate locomotor movements using a variety of changes in effort, flow, space, time, weight transfer, balance, absorption, and application of force • Perform a movement sequence that combines weight transfer and balance movements. • Manipulate an object to purposefully change direction and/or distance. • Identify the components of a variety of manipulative skills • Decide when to correctly use offensive and/or defensive strategies in lead-up games. • Use vocabulary specific to activities, games, or sport |
| 19B: Analyze various movement concepts and applications | NA |
| 19C: Demonstrate knowledge of the rules, safety, and strategies during physical activity | <ul style="list-style-type: none"> • Define and apply the elements of cooperative strategies to activities or games |

Illinois State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

| State Standard | District Core Expectations |
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| 20A: Students who meet the standard know and can apply the principles and components of health related fitness. | <ul style="list-style-type: none"> • Participate in a progression of activities that will maintain or improve personal fitness levels • Identify diseases/disorders associated with poor levels of fitness |
| 20B: Students who meet the standard can assess individual fitness levels. | <ul style="list-style-type: none"> • Participate in a progression of activities that will maintain or improve personal fitness levels |
| 20C: Students who meet the standard can set goals based upon fitness data and develop, implement, and monitor an individual fitness improvement plan | <ul style="list-style-type: none"> • Participate in a progression of activities that will maintain or improve personal fitness levels |

Illinois State Goal 21: Develop team-building skills by working with others through physical activity

| State Standard | District Core Expectations |
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| 21A: Students who meet the standard can demonstrate individual responsibility during group physical activities. | <ul style="list-style-type: none"> • Identify components of the decision-making process. • Analyze the impact of individual behaviors on group physical activity |
| 21B: Students who meet the standard can demonstrate cooperative skills during structured group physical activity | <ul style="list-style-type: none"> • Change individual behaviors to work successfully within a group. • Settle disagreements concerning rule discrepancies without teacher intervention during physical activity • Complete a task with a partner or group in a given amount of time during group physical activity |

Illinois State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury

| State Standard | District Core Expectations |
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| 22A: Students who meet the standard can explain the basic principles of health promotion, illness prevention, and safety | <ul style="list-style-type: none"> • Explain the functions of major nutrients • Recognize ingredients listed on food labels • Identify basic first-aid procedures |
| 22B: Students who meet the standard can describe and explain the factors that influence health among individuals, groups, and communities | <ul style="list-style-type: none"> • Describe ways to help protect our bodies from disease • Understand how good health habits may protect one against disease |
| 22C: Students who meet the standard can explain how the environment can affect health | <ul style="list-style-type: none"> • Explain the relationship between behaviors and environment (weather/ appropriate dress; pollen/ allergies; pollution/ respiration). |

Illinois State Goal 23: Understand human body systems and factors that influence growth and development

| State Standard | District Core Expectations |
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| 23A: Students who have met the standard can describe and explain the structure and functions of the human body systems and how they interrelate. | <ul style="list-style-type: none"> • Identify the components and functions of the musculo-skeletal, circulatory, respiratory, nervous, and digestive systems • Locate and name some major bones and muscles in the body |
| 23B: Students who meet the standard can explain the effects of health related actions on the body systems. | <ul style="list-style-type: none"> • Explain how health choices affect the performance of the body's systems. • Distinguish between drug use, drug misuse, and drug abuse • Identify the role of peer pressure in making decisions about chemical substance abuse |
| 23C: Students who meet the standard can describe factors that affect growth and development | <ul style="list-style-type: none"> • Discuss how to make healthy choices with friends that respect individual family views and values |

Illinois State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills

| State Standard | District Core Expectations |
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| 24A: Students who meet the standard can demonstrate procedures for communicating in positive ways resolving differences and preventing conflict | <ul style="list-style-type: none"> • Practice how to tell a trusted adult when you feel uncomfortable or threatened • Tell how a person avoids conflict in a non-violent way. |
| 24B: Students who meet the standard can apply decision-making skills related to the promotion and protection of individual health. | <ul style="list-style-type: none"> • List possible positive and negative consequences of health-related choices • Conclude that good choices make a difference to your health and the health of others • Compare and contrast healthy and non-healthy relationships • Describe the steps in making a decision • List characteristics that help maintain friendships. |
| 24C – Demonstrate skills essential to enhancing health and avoiding dangerous situations | <ul style="list-style-type: none"> • Describe how basic cleanliness protects your health • Identify when you may need emergency medical assistance |

FINE ARTS

Illinois State Goal 25: Know the language of the arts.

| State Standard | District Core Expectations |
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| 25A: Understand the sensory elements, organizational principles, and expressive qualities of the arts. | <ul style="list-style-type: none"> Recognize ways elements and principles are applied in specific art works to communicate an idea, feeling, or story (Dance, Drama, Music, Visual Art) <p>VISUAL ART</p> <ul style="list-style-type: none"> Distinguish between visual and actual texture Identify 3-D forms Recognize the relationship of parts to the whole (proportion) in a visual image/object Recognize the expressive quality of story in visual imagery Identify a point of emphasis in a 2-D artwork <p>DANCE, DRAMA, MUSIC (See 26B)</p> |
| 25B: Understand the similarities, distinctions and connections in and among the arts. | <ul style="list-style-type: none"> Use appropriate artistic vocabulary to relate perceptions and personal preferences for works of art |

Illinois State Goal 26: Through creating and performing, understand how works of art are produced.

| State Standard | District Core Expectations |
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| 26A: Understand processes, traditional tools and modern technologies used in the arts. | <p>DANCE</p> <p>Apply the tools of body, mind, and sound source in a variety of dance activities</p> <ul style="list-style-type: none"> Cooperate with a partner and/or group to create a movement sequence or dance study Discuss basic steps (process) needed to create a dance including the contributions of design elements <p>DRAMA</p> <p>Apply the tools of body, mind, and voice in a variety of drama activities</p> <ul style="list-style-type: none"> Cooperate with a partner and/or group to create a scene or play Discuss basic steps (process) needed to create a dramatic work, including the contributions of design elements <p>VISUAL ART</p> <ul style="list-style-type: none"> Identify tools used in printmaking and tools used to create sculpture Use materials and tools safely Use vocabulary appropriate for the specific processes and tools used in making images/objects Sketch ideas and designs to plan an artwork |
| 26B: Apply skills and knowledge necessary to create and perform in one or more of the arts. | <p>DANCE</p> <ul style="list-style-type: none"> Create movement as a response to action words, imagery, and sound sources Use personal and general space appropriately Apply the concepts of size, level, direction, and relationships in space in a variety of situations Apply appropriate movements with to a given piece of |

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| | <p>music or sound source</p> <ul style="list-style-type: none"> • Identify movement qualities as either sustained, suspended, percussive, swinging and vibratory • Create movement studies incorporating the elements of dance <p>DRAMA</p> <ul style="list-style-type: none"> • Independently demonstrate the following skills in dramatic activities: observation, concentration, imagination, and transformation • Demonstrate a variety of theatre/improvisation activities and create characters in response to action words, imagery, and sound sources • Demonstrate an imagined environments and adjust to changes brought about by the introduction of new characters and situations • Develop of a character or place from verbal stimulus, costume piece, and/or prop • Create a scene with a clear beginning, middle, and end <p>MUSIC</p> <ul style="list-style-type: none"> • Begin to identify letter names on the treble clef • Perform more complex rhythms • Identify melodic notation movement • Identify and demonstrate harmony • Identify characteristics of various styles of music <p>VISUAL ART</p> <ul style="list-style-type: none"> • Create 2-D and 3-D artworks from imagination and observation which express a specific idea • Create works of art using printmaking techniques • Construct sculpture using problem-solving skills |
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Illinois State Goal 27: Understand the role of the arts in civilizations, past and present.

| State Standard | District Core Expectations |
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| 27A: Analyze how the arts function in history, society and everyday live. | <ul style="list-style-type: none"> • React to art works in a respectful, constructive and supportive manner • Explain ways the arts play a part in everyday life • Describe the role of various artists in society |
| 27B: Understand how the arts shape and reflect history, society and everyday life. | <ul style="list-style-type: none"> • Link significant art works or artists with their respective styles, time periods or cultures • List some contributions made to each art form by significant artists • Discuss a variety of artistic styles and periods |

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**Urbana School District #116
FOURTH GRADE CORE EXPECTATIONS**

TECHNOLOGY

Domain One: Basic Operations and Concepts

| Basic Operations and Concepts | Fourth Grade |
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| <p>A. Demonstrate a sound understanding of the nature and operation of technology systems.</p> <p>B. Are proficient in the use of technology</p> | <ul style="list-style-type: none"> ▪ Choose appropriate application for a given task ▪ Move and manipulate files in folders ▪ Troubleshoot malfunctions by checking connections ▪ Continue to practice correct keyboarding skills (touch type letters and words) |

Domain Two: Social, Ethical and Human Issues

| Social, ethical, and human issues | Fourth Grade |
|---|--|
| <p>A. Understand the ethical, cultural, and societal issues related to technology</p> <p>B. Practice responsible use of technology systems, information, and software</p> <p>C. Develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits and productivity</p> | <ul style="list-style-type: none"> ▪ Identify ways technology influences and changes the lives of people in communities ▪ Cite sources according to teacher specified format ▪ Demonstrate respect and privacy for the computer work of others ▪ Explain the need for computer use policies (AUP) ▪ Recognize age-appropriate issues related to the use of technology |

Domains Three and Four: Technology productivity and communication tools

| Technology productivity and communication tools | Fourth Grade |
|---|--|
| <p>A. Use technology tools to enhance learning, increase productivity, and promote creativity</p> <p>B. Use productivity and media tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works</p> <p>C. Use telecommunications and a variety of media and formats to communicate information and ideas effectively with peers, experts, and other audiences.</p> | <ul style="list-style-type: none"> ▪ Create a multiple paragraph document ▪ Cut, copy, and paste text to another location in the same document ▪ Use undo function ▪ Use spell check for individual words and entire document ▪ Explain the limitations of using spell check ▪ Explain the uses of a spreadsheet ▪ Recognize the parts of a spreadsheet (e.g., rows and columns) ▪ Read and interpret information in column/row format ▪ Access information using databases (e.g., library online catalog [OPAC], online commerce catalogs) ▪ Create a simple multi-media presentation ▪ Use a digital microscope with teacher guidance ▪ Use mathematical calculators |

Domain Five: Technology Research Tools

| Technology Research Tools | Fourth Grade |
|--|--|
| <p>A. Use technology to locate, evaluate and collect information from a variety of sources</p> <p>B. Use technology tools to process data and report results</p> <p>C. Evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks</p> | <ul style="list-style-type: none">▪ Use the bookmark (favorites) menu for teacher-selected sites▪ Navigate the Internet using the navigation toolbar (back, forward, home, refresh)▪ Recognize differences among online data sources▪ Identify the relevancy, currency, credibility and source of information▪ With teacher guidance, select appropriate online data sources |

Domain Six: Technology problem-solving and decision-making tools

| Technology problem-solving and decision-making tools | Fourth Grade |
|---|---|
| <p>A. Use technology resources for solving problems and making informed decisions</p> <p>B. Employ technology in the development of strategies for solving problems in the real world</p> | <ul style="list-style-type: none">▪ Determine when technology is useful to solve a specific task or problem▪ Select the appropriate tools and technology resources to address a variety of tasks and problems▪ Identify software to complete a task |