

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

**LANGUAGE ARTS**

Illinois State Goal 1: Read with understanding and fluency.

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

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

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

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

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

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

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

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

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

## 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  |
|--|---|
| 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"> <li>Identify and write numbers up to 1,000,000</li> <li>Know place values to 1,000,000</li> <li>Order and compare numbers up to 1,000,000</li> <li>Order and compare fractions</li> <li>Identify and compare decimals (hundredths)</li> <li>Locate whole numbers, <math>\frac{1}{2}</math>s, and <math>\frac{1}{4}</math>s on a number line</li> <li>Describe numbers and their characteristics (odd/even, factors/multiples, greater than/less than)</li> </ul> |
| 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"> <li>Multiply and divide (up to three digit dividend)</li> <li>Add and subtract fractions and whole numbers</li> <li>Solve money problems to \$100.00</li> <li>Use the commutative and distributive properties to solve problems</li> </ul>   |
| 6C: Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.  | <ul style="list-style-type: none"> <li>Round to ten thousands</li> <li>Solve a problem and write how it was solved</li> </ul>   |
| 6D: Solve problems using comparison of quantities, ratios, proportions and percents.   | <ul style="list-style-type: none"> <li>Compare using ratios</li> <li>Compare fractions to percents</li> </ul>   |

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

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   |
|--|--|
| 8A: Describe numerical relationships using variables and patterns.                   | <ul style="list-style-type: none"> <li>Find the missing number in a pattern</li> </ul>                 |
| 8B: Interpret and describe numerical relationships using tables, graphs and symbols. | <ul style="list-style-type: none"> <li>Describe trends found in tables, charts, and graphs</li> </ul>  |
| 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"> <li>Write and solve expressions using letters or symbols</li> </ul> |

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

| State Standard  | District Core Expectations  |
|---|---|
| 9A: Demonstrate and apply geometric concepts involving points, lines, planes, and spaces.           | <ul style="list-style-type: none"> <li>Describe and classify 2D shapes according to their characteristics (side, angle, line)</li> <li>Describe and classify 3D figures according to their characteristics (face, vertex, edge)</li> <li>Plot and locate points on a grid, and describe paths of movement</li> <li>Sketch and identify all lines of symmetry in an object</li> <li>Describe paths of movement (slide, flip, turn)</li> <li>Identify perpendicular lines and right angles</li> </ul> |
| 9B: Identify, describe, classify and compare relationships using points, lines, planes, and solids. | <ul style="list-style-type: none"> <li>Predict the result of putting shapes together (composing) and taking them apart (decomposing)</li> <li>Know the distance between two points on a number line</li> </ul>  |
| 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  |
|---|---|
| 10A: Organize, describe and make predictions from existing data.  | <ul style="list-style-type: none"> <li>Create and read tables, tally charts, bar graphs, pictographs, line graphs, and circle graphs</li> </ul> |
| 10B: Formulate questions, design data collection methods, gather and analyze data and communicate findings. | <ul style="list-style-type: none"> <li>Find the mode, median and range of a set of data</li> </ul>  |
| 10C: Determine, describe and apply the probabilities of events.   | <ul style="list-style-type: none"> <li>Describe probability using numbers, like 3 out of 4</li> </ul>   |

## 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   |
|---|--|
| 11A: Know and apply the concepts, principles, and processes of scientific inquiry.  | <ul style="list-style-type: none"> <li>• Use equipment and materials in science activities safely</li> <li>• Describe why accuracy and detail are important when recording data</li> <li>• Write down observations during a scientific investigation</li> <li>• Describe why similar experiments can result in different findings</li> </ul> |
| 11B: Know and apply the concepts, principles and processes of technological design. | <ul style="list-style-type: none"> <li>• Describe how technology is used in scientific investigations</li> </ul>   |
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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   |
|---|--|
| 12A: Know and apply concepts that explain how living things function, adapt and change.                           | <ul style="list-style-type: none"> <li>• Describe the process of photosynthesis</li> <li>• Describe plant and animal reproduction</li> <li>• Describe the relationship among producers, consumers, and decomposers in food chains</li> <li>• Describe the different relationships among living things, such as predator/prey, parasite/host, and producer/consumer/decomposer</li> </ul> |
| 12B: Know and apply concepts that describe how living things interact with each other and with their environment. | <ul style="list-style-type: none"> <li>• Recognize different factors in the physical environment that contribute to changes in populations</li> <li>• Interpret how local, regional, and global ecosystems are impacted by personal and societal choices</li> </ul>  |
| 12C: Know and apply concepts that describe properties of matter and energy and the interactions between them.     | <ul style="list-style-type: none"> <li>• State the names of electrical units</li> <li>• Describe the difference between static and current electricity</li> <li>• Describes basic properties of magnets</li> <li>• Explain how an electromagnet works</li> </ul>   |
| 12D: Know and apply concepts that describe force and motion and the principles that explain them.                 | <ul style="list-style-type: none"> <li>• Define “gravitational force”</li> <li>• Identify the relationship between friction and movement</li> <li>• Describe how forces produce actions and reactions</li> <li>• Identify simple machines and their functions</li> <li>• Define constant, variable, and periodic motions</li> </ul>  |

## 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"> <li>• Describe how cloud type and weather patterns relate</li> <li>• Identify the symbols used on a weather map</li> <li>• Describe the instruments and scales that are utilized by scientists to make weather related measurements</li> <li>• Explain weather patterns based on atmospheric conditions, and be able to record and discuss local daily conditions</li> <li>• Identify the causes and effects of erosion</li> <li>• Tell the difference between slow-change processes and rapid-change processes</li> <li>• Describe what the ozone layer is and why it is important</li> </ul> |
| <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"> <li>• N/A</li> </ul>   |

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

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

## SOCIAL SCIENCES

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

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

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"> <li>Explain the main sources of employment in Champaign-Urbana and how it that affected the community.</li> <li>Describe how the pattern of business locations has changed over the history of the community and offer reasons this may be.</li> <li>Describe the economic cost and benefit of exploring new lands.</li> <li>Describe the role taxation had in our country's independence.</li> <li>Describe the economic factors that might influence a pioneer's decision to head west.</li> <li>Explain how the United States government is funded.</li> <li>Explain how and why public goods and services are provided by different levels of the government.</li> <li>Describe the role economics play in government and elections.</li> </ul> |

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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"> <li>Using historic and current maps, compare population and economic growth of different regions of the state.</li> <li>Describe the interrelationship of agriculture, industry, technology, and geography and how they affect the economic system of Illinois.</li> </ul> |

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

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|--|---|
| 16E: Understand Illinois, United States and world environmental history. | <ul style="list-style-type: none"> <li>Describe the interrelationship of agriculture, industry, technology, and geography and how they affect the economic system of Illinois.</li> </ul> |
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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  |
|--|---|
| 17A: Locate, describe and explain places, regions and features on the Earth.               | <ul style="list-style-type: none"> <li>Locate Champaign-Urbana's location on state, national, and world maps.</li> </ul>  |
| 17B: Analyze and explain characteristics and interactions of the Earth's physical systems. | <ul style="list-style-type: none"> <li>Describe how Champaign-Urbana's location on Earth contributes to the daily life here.</li> </ul>   |
| 17C: Understand relationships between geographic factors and society.                      | <ul style="list-style-type: none"> <li>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"> <li>List and explain the value of Illinois natural resources.</li> <li>What natural phenomena created and contributed to the topography of Illinois.</li> <li>Explain how the geological formation of the state contributed to the history of Illinois?</li> <li>Explain how the geographical region where each culture developed lead to that culture's impact on modern America.</li> </ul> </li> <li>Explain how geographic features lead to the location of specific settlements</li> </ul> |
| 17D: Understand the historical significance of geography.                                  | <ul style="list-style-type: none"> <li>Describe how the distance between England and America lead to tension in the 13 colonies.</li> <li>Explain how the geography of America contributed to the concept of manifest destiny.</li> <li>Explain how geographical features can shape political boundaries.</li> </ul>  |

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

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

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

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

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

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

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

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

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

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

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

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  |
|---|---|
| 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"> <li>• Practice how to tell a trusted adult when you feel uncomfortable or threatened</li> <li>• Tell how a person avoids conflict in a non-violent way.</li> </ul>   |
| 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"> <li>• List possible positive and negative consequences of health-related choices</li> <li>• Conclude that good choices make a difference to your health and the health of others</li> <li>• Compare and contrast healthy and non-healthy relationships</li> <li>• Describe the steps in making a decision</li> <li>• List characteristics that help maintain friendships.</li> </ul> |
| 24C – Demonstrate skills essential to enhancing health and avoiding dangerous situations  | <ul style="list-style-type: none"> <li>• Describe how basic cleanliness protects your health</li> <li>• Identify when you may need emergency medical assistance</li> </ul>  |

## FINE ARTS

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

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

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

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

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

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

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