



**Community Consolidated  
School District 15**

# 2008-09 Learner Statements



## Mission Statement

The Mission of School District 15 is to produce world-class learners by building a connected learning community.

### Our Core Values are:

- Visionary Leadership
- Learning-Centered Education
- Organizational and Personal Learning
- Valuing Faculty, Staff, and Stakeholders
- Agility
- Focus on the Future
- Managing for Innovation
- Social Responsibility
- Focus on Results and Creating Value

### Our Key Goals are:

- World-class student achievement in reading, mathematics, communication skills, problem solving skills, social skills, technology literacy, and life skills
- Constituent involvement and satisfaction
- Effective and efficient instructional and administrative processes
- High-performing staff
- Financial performance

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## Fifth Grade

The District 15 Learner Statements are grade-level benchmarks that are aligned to the Illinois State Goals and Standards.

The Learner Statements represent what all children at each grade level should know, understand, and be able to do.

The appearance of a learner statement at one grade level does not diminish the **introduction** and **practice** done in prior grade levels, nor the continued practice for **reinforcement** in subsequent grade levels.

Uses for the Learner Statements include:

- Setting goals for instruction.
- Communication at parent conferences.
- Teacher communication within grade levels.
- Teacher communication across grade levels.



## Language Arts

### State Goal 1: Read with understanding and fluency.

#### State Standards

- Apply word analysis and vocabulary skills to comprehend selections.
- Apply reading strategies to improve understanding and fluency.
- Comprehend a broad range of reading materials.

#### District 15 Learner Statements

- 1.A. Use a variety of context and structural clues (e.g., root words, prefixes, suffixes, synonyms, antonyms, affixes, word origins, derivations) to infer the meaning of words and phrases (e.g., figurative meaning, metaphorical meaning)
- 2.A. Use glossary, dictionary, and thesaurus to clarify and extend word meaning
- 3.B. Identify and use text structures to summarize information (e.g., cause/effect, explanation, numeration, compare/contrast, sequence, description) of nonfiction text to improve comprehension
- 4.B. Establish purposes and adjust reading rate based on difficulty of materials; survey materials; ask questions; make predictions; connect, clarify, and extend ideas
- 5.B. Read aloud instructional-level text fluently (rhythm, rate, and flow)
- 6.B. Set, monitor, and accomplish quantitative (books per month) and qualitative (fiction, nonfiction) reading goals
- 7.C. Understand the author's purpose and viewpoint when reading expository text
- 8.C. Understand how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphor)
- 9.C. Use information to form and refine questions and predictions
- 10.C. Understand explicit and implicit ideas and details presented in text
- 11.C. Use cognitive strategies to understand a variety of literary and informational texts (e.g., activate and build schema, question, infer, create visual and sensory images, determine important ideas and themes, synthesize, utilize fix-up strategies)

- 12.C. Make connections between and among texts (e.g., find similarities and differences; determine the relationship between information in tables, charts, and maps and printed text; relate to prior knowledge)
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**State Goal 2: Read and understand literature representative of various societies, eras, and ideas.**

**State Standards**

- A. Understand how literary elements and techniques are used to convey meaning.
- B. Read and interpret a variety of literary works.

**District 15 Learner Statements**

- 1.A. Identify literary elements and literary techniques in a variety of literary works (e.g., characterization, use of narration, use of dialogue)
  - 2.A. Read and know the defining characteristics of a variety of classic and contemporary literary texts (e.g., fiction, nonfiction, myths, fables, free verse and rhymed poetry, historical fiction, biography, autobiography, chapter books, plays, narrative, electronic literary forms)
  - 3.B. Identify and explain themes that have been explored in literature from different societies and eras
  - 4.B. Relate literary works and their characters, settings, and plots to current and historical events, people, and perspectives
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**State Goal 3: Write to communicate for a variety of purposes.**

**State Standards**

- A. Use correct grammar, spelling, punctuation, capitalization, and structure.
- B. Compose well-organized and coherent writing for specific purposes and audiences.
- C. Communicate ideas in writing to accomplish a variety of purposes.

**District 15 Learner Statements**

- 1.A. Write sentences in different forms (declarative, exclamatory, interrogative, and imperative)
- 2.A. Use rules of capitalization in writing (e.g., capitalize the names of organizations, nationalities, races, languages, and religions; capitalize the heading, salutation, and closing of a letter)
- 3.A. Use rules of punctuation in writing (e.g., use periods in abbreviations and in decimals, dollars, and cents; use apostrophes in contractions and possessive nouns; use hyphens in compound words and in syllabic divisions of words; use colons to separate hours and minutes; use quotation marks around exact words of a speaker)
- 4.A. Use various parts of speech in writing (e.g., substitute pronouns for nouns, use singular and plural possessive forms of nouns, use common and proper nouns, use a wide variety of verbs, use adjectives and adverbs)
- 5.A. Use rules of grammar in writing (e.g., pronoun-antecedent agreement, adverb, and adjective agreement, verb tense)
- 6.B. Use prewriting strategies to generate and organize ideas (e.g., use graphic organizers, story maps, and story webs; group related ideas; take notes; brainstorm ideas)
- 7.B. Use strategies to develop a logical sequence of ideas in writing
- 8.B. Maintain topic showing focus, organization, elaboration, and integration
- 9.B. Use descriptive language and appropriate word choice to clarify and enhance ideas (e.g., use adjectives, adverbs, and prepositional phrases to enhance writing; use analogies, symbolism, similes, personification, and metaphor)
- 10.B. Use strategies to write narratives (e.g., create an organizing structure that balances and unifies all story aspects; develop reader interest, establish a situation)
- 11.B. Use strategies to write expository text (e.g., use facts, details, examples, and explanations to develop a topic; present specific, well-developed information; organize information in a logical manner)
- 12.B. Use strategies to write persuasive text (e.g., organize ideas with relevance to purpose; arrange details, examples, and anecdotes in a persuasive manner)
- 13.B. Use strategies to draft and revise writing (e.g., elaborate on a central idea; write with attention to voice, audience, word choice, tone, and imagery; use paragraphs to develop separate ideas; revise for clarity and interest to the reader; delete extraneous and inappropriate information)

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

- A. Listen effectively in formal and informal situations.
- B. Speak effectively using language appropriate to the situation and audience.

**District 15 Learner Statements**

- 1.A. Uses active listening skills (e.g., face the speaker, ask questions, summarize and paraphrase to confirm understanding, offer feedback)
- 2.A. Understand persuasive messages in nonprint media (e.g., television commercials, commands and requests, pressure from peers)
- 3.B. Play a variety of roles in group discussions, including active listener, contributor, and discussion leader
- 4.B. Organize ideas for oral presentations (e.g., use logical sequence of ideas and information; include content appropriate to the audience, use notes or other memory aids, summarize main points)
- 5.B. Use nonverbal strategies (e.g., eye contact, gestures, posture, facial expressions) to support a verbal message
- 6.B. Use visual aids, technology, or a demonstration to support a presentation

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

- A. Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.
- B. Analyze and evaluate information acquired from various sources.
- C. Apply acquired information, concepts, and ideas to communicate in a variety of formats.

**District 15 Learner Statements**

- 1.A. Use strategies to select research topics and questions for investigation (e.g., brainstorm, list questions, use idea webs)
- 2.A. Use appropriate strategies to find relevant information from reading materials (e.g., skim materials for an overview; skim materials to find specific information)
- 3.A. Understand the concept of primary source
- 4.A. Use a range of texts to gather information for research projects (encyclopedias, trade books, magazines, journals and electronic media, interviews, websites)
- 5.A. Use strategies to organize information from resource materials (e.g., take notes, record important concepts, paraphrase, summarize, create charts and graphs, identify information sources)
- 6.B. Evaluate the accuracy, currency, and reliability of materials from various sources
- 7.C. Use strategies to compile information into reports or presentations for specific audiences and purposes based on inquiry and research
- 8.C. Know source information that should be included in references (e.g., author's name, title, publisher/producer, place of publication, copyright date)

## Mathematics

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**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 Standards**

- A. Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.
- B. Investigate, represent, and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms, and relationships.
- C. Compute and estimate using mental mathematics, paper-and-pencil methods, calculators, and computers.
- D. Solve problems using comparison of quantities, ratios, proportions, and percents.

## District 15 Learner Statements

- 1.A. Read, write, recognize, and model equivalent representations of whole numbers and their place values up to 100,000,000.
- 2.A. Read, write, recognize, model, and interpret numerical expressions from a given description or situation.
- 3.A. Read, write, recognize, and model equivalent representations of fractions, including improper fractions and mixed numbers.
- 4.A. Recognize, translate between, and model multiple representations of decimals, fractions less than one (halves, quarters, fifths, and tenths), and percents (0%, 25%, 50%, 75%, and 100%).
- 5.A. Read, write, recognize, and model decimals and their place values through thousandths.
- 6.A. Represent multiplication as repeated addition (and know basic multiplication facts up to  $12 \times 12$ ).
- 7.A. Order and compare whole numbers up to 1,000,000.
- 8.A. Order and compare decimals through hundredths.
- 9.A. Order and compare fractions having like or unlike denominators with or without models.
- 10.A. Identify and locate whole numbers, halves, fourths, and thirds on a number line.
- 11.A. Solve problems involving descriptions of numbers, including characteristics and relationships (e.g., odd/even, factors/multiples, greater than, less than, square numbers).
- 12.B,C. Solve problems and number sentences involving addition, subtraction, multiplication, and division using whole numbers.
- 13.B,C. Solve problems and number sentences involving addition and subtraction of decimals through hundredths (with or without monetary labels).
- 14.B,C. Model situations involving addition and subtraction of fractions.
- 15.B,C. Solve problems involving the commutative, distributive, and identity properties of operations on whole numbers [e.g.,  $37 \times 46 = 46 \times 37$ ,  $270 \times 5 = (200 \times 5) + (70 \times 5)$ ].
- 16.B,C. Make estimates appropriate to a given situation with whole numbers, fractions, and decimals.
- 17.D. Identify and express ratios using appropriate notation (i.e.,  $a/b$ ,  $a$  to  $b$ ), and identify equivalent ratios.
- 18.D. Solve problems involving proportional relationships, including unit pricing (e.g., one apple costs 20¢, so four apples cost 80¢).
- 19.D. Read, write, recognize, and model percents (0%, 25%, 50%, 75%, and 100%).

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

#### State Standards

- A. Measure and compare quantities using appropriate units, instruments, and methods.
- B. Estimate measurements and determine acceptable levels of accuracy.
- C. Select and use appropriate technology, instruments, and formulas to solve problems, interpret results and communicate findings.

## District 15 Learner Statements

- 1.A-C. Solve problems involving elapsed time in compound units.
  - 2.A-C. Select and use appropriate standard units and tools to measure length (to the nearest  $\frac{1}{4}$  inch or mm), mass/weight, capacity, and angles.
  - 3.A-C. Solve problems involving the perimeter and area of a triangle, rectangle, or irregular shape using diagrams, models, and grids or by measuring or using given formulas (may include sketching a figure from its description).
  - 4.A-C. Compare and estimate length (including perimeter), area, volume, weight/mass, and angles (0o to 180o) using referents.
  - 5.A-C. Determine the volume of a right rectangular prism using an appropriate formula or strategy.
  - 6.A-C. Solve problems involving unit conversions within the same measurement system for time, length, and weight/mass, including compound units (e.g., 5ft 5in, 2lbs 2oz).
  - 7.A-C. Solve problems involving map interpretation (e.g., one inch represents five miles, so two inches represent ten miles).
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**State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results.**

**State Standards**

- A. Describe numerical relationships using variables and patterns.
- B. Interpret and describe numerical relationships using tables, graphs, and symbols.
- C. Solve problems using systems of numbers and their properties.
- D. Use algebraic concepts and procedures to represent and solve problems.

**District 15 Learner Statements**

- 1.A. Determine a missing term in a sequence, extend a sequence, and identify errors in a sequence when given a description or sequence.
- 2.A. Construct and identify a rule that can generate the terms of a given sequence.
- 3.A. Write an expression using variables to represent unknown quantities.
- 4.A. Evaluate algebraic expressions with a whole number variable value (e.g., evaluate  $m+m+3$  when  $m=4$ ).
- 5.B. Demonstrate, in simple situations, how a change in one quantity results in a change in another quantity (e.g., input-output tables).
- 6.B. Translate between different representations (table, written, or pictorial) of whole number relationships.
- 7.C,D. Represent problems with equations and inequalities.
- 8.C,D. Solve for the unknown in an equation with one operation (e.g.,  $2+n=20$ ,  $n\div 2=6$ ).
- 9.C,D. Solve word problems involving unknown quantities.

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

**State Standards**

- A. Demonstrate and apply geometric concepts involving points, lines, planes, and space.
- B. Identify, describe, classify, and compare relationships using points, lines, planes, and solids.
- C. Construct convincing arguments and proofs to solve problems.
- D. Use trigonometric ratios and circular functions to solve problems.

**District 15 Learner Statements**

- 1.A. Classify, describe, and sketch two-dimensional shapes (triangles, quadrilaterals, pentagons, hexagons, and octagons) according to the number of sides, length of sides, number of vertices, and interior angles (right, acute, obtuse).
- 2.A. Identify and describe three-dimensional shapes (cubes, spheres, cones, cylinders, prisms, and pyramids) according to their characteristics (faces, edges, vertices).
- 3.A. Solve problems using properties of triangles (e.g., sum of interior angles of a triangle is 180°).
- 4.A. Identify, describe, and sketch circles, including radius and diameter.
- 5.A. Graph, locate, identify points, and describe paths using ordered pairs (first quadrant).
- 6.A. Identify whether or not a figure has one or more lines of symmetry, and sketch or identify all lines of symmetry.
- 7.A. Identify, describe, and predict results of reflections, translations, and rotations of two-dimensional shapes.
- 8.A. Identify and sketch parallel, perpendicular, and intersecting lines.
- 9.A. Identify and sketch acute, right, and obtuse angles.
- 10.B. Identify the two-dimensional components of a three-dimensional object.
- 11.B. Identify a three-dimensional object from its net.
- 12.B. Predict the result of composing or decomposing shapes or figures.
- 13.B. Identify congruent and similar figures by visual inspection.
- 14.B. Determine if figures are similar, and identify relationships between corresponding parts of similar figures.
- 15.B. Determine the distance between two points on a horizontal or vertical number line in whole numbers.

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

**State Standards**

- A. Organize, describe, and make predictions from existing data.
- B. Formulate questions, design data collection methods, gather, and analyze data and communicate findings.
- C. Determine, describe, and apply the probabilities of events.

**District 15 Learner Statements**

- 1.A,B. Read, interpret, and make predictions from data represented in a pictograph, bar graph, line (dot) plot, Venn diagram (with two circles), chart/table, line graph, or circle graph.
- 2.A,B. Create a pictograph, bar graph, chart/table, or line graph for a given set of data.
- 3.A,B. Determine the mode, range, median (with an odd number of data points), and mean, given a set of data or a graph.
- 4.C. Solve problems involving the probability of a simple event, including representing the probability as a fraction between zero and one.
- 5.C. Apply the fundamental counting principle in a simple problem (e.g., How many different combinations of one-scoop ice cream cones can be made with 3 flavors and 2 types of cones?).

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## Science

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

**State Standards**

- A. Know and apply the concepts, principles, and processes of scientific inquiry.
- B. Know and apply the concepts, principles, and processes of technological design.

**District 15 Learner Statements**

- 1.A. Work to ensure a safe environment following safety procedures at all times
- 2.A. Define a theory as an explanation or model based on observation, experimentation, and reasoning
- 3.B. Identify a design problem, establish criteria for determining the success of a solution, and propose possible solutions
- 4.B. Develop a plan, design, and procedure to address the problem and identify constraints of the solution (e.g., materials, time and technology)
- 5.B. Build a prototype of the design using available tools and materials (car by design)
- 6.B. Build and test a prototype and record data using suitable instruments, techniques, and quantitative measurements
- 7.B. Report on the test design, test process, test results, and identify improvements to the prototype indicated by given test results
- 8.B. Identify a design problem and establish criteria for determining the success of a solution
- 9.B. Compare design solutions; select which one is best given certain restrictions on available materials, tools, cost effectiveness, and safety
- 10.B. Given certain tests which could be performed on a prototype, identify which one is testing for a given feature (e.g. “given certain tests to be performed on a car, which one is testing for its fuel efficiency?”)
- 11.B. Identify improvements to a prototype indicated by given test results

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**State Goal 12: Understand the fundamental concepts, principles, and interconnections of the life, physical, and earth/space sciences.**

**State Standards**

- 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 with their environment.
- 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 the concepts that explain the composition and structure of the universe and Earth's place in it.

### District 15 Learner Statements

- 1.A. Understand the purpose of various plant parts such as roots, stems, and leaves
- 2.A. Understand basic concepts and the process of photosynthesis
- 3.A. Understand the basics of plant reproduction and define and state the purposes of pollen, ovules, seeds, and fruit
- 4.A. Understand that flowers are the reproductive organs of flowering plants and they provide a structure for fertilization
- 5.A. Understand basic concepts and the process of pollination
- 6.C. Understand physical and chemical changes in matter
- 7.C. Define and distinguish the properties of matter: mass, weight, volume, density, color, odor, shape, texture, and hardness
- 8.C. Know that substances can be grouped by similarities in their physical properties
- 9.C. Understand the concept of solubility of materials
- 10.C. Identify the basic properties of acids and bases. Know the relationship between acids, bases, and indicators (e.g., blue litmus paper changes to red when placed in an acid)
- 11.C. Understand the basic concepts of elements (pure compounds, mixtures, and solutions)
- 12.C. Know methods used to separate mixtures and solutions into component parts (e.g., boiling, filtering, chromatography, screening)

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

#### State Standards

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

### District 15 Learner Statements

- 1.A. Explain how peer review helps to assure the accurate use of data and proves the scientific process
- 2.A. Understand that one set of data is not sufficient evidence for making a generalization
- 3.A. Understand that the scientific community has a standard procedure for determining nomenclature, units of measurement, and ways of presenting data
- 4.B. Understand that the introduction of a new technology can affect human activities worldwide
- 5.A-B. Describe how occupations use scientific and technological knowledge and skills

## Social Science

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

#### State Standards

- 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 15 Learner Statements

- 1.A. Know that Congress passes laws to protect individual rights (e.g., laws protecting freedom of religion and expression) and promote the common good (e.g., laws providing for clean air, national parks, and defense of the nation)
- 2.A. Know that the executive branch carries out and enforces laws to protect individual rights (e.g., voting rights, equal opportunities to attain education) and promote the common good (e.g., enforcement of pure food and drug laws, enforcement of clean air laws)
- 3.A. Know that the judicial branch, headed by the Supreme Court, makes decisions concerning the laws that aim to protect individual rights (e.g., right to a fair trial, to vote, to practice one's religious beliefs) and promote the common good (e.g., upholding laws that protect the rights of all people to equal opportunity)
- 4.A. Know the important elements of the Constitution (e.g., separation of powers, checks and balances, federalism, preamble, amendments)
- 5.A. Know the roles of government branches and offices as described in the Constitution (e.g., House of Representatives, Senate, Supreme Court, Supreme Court Justice, President, Vice President, Cabinet)
- 6.F. Know the ideas that shaped the U.S. Constitution (e.g., government is established for and by the people; people have the right to choose representatives; people have a right to change the government and Constitution)

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

### State Standards

- 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 15 Learner Statements

- 1.A. Understand consumer sovereignty as the consumers' preferences determining what goods shall be produced and in what amounts
- 2.A. Understand that incomes can reflect choices individuals have made regarding education and careers
- 3.A. Know the characteristics of capitalism (private individuals own the means of production, either directly or indirectly through corporations)
- 4.E. Know that the government pays for the goods and services it provides through taxing (e.g., income tax, sales tax, property tax)
- 5.E. Know the public goods and services that are provided by the different levels of government (e.g., local, state, and federal)

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

### State Standards

- 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 15 Learner Statements

- 1.A. Use historical maps and other historical sources to interpret changes through historical eras
- 2.B. Understand significant causes and events leading up to the Revolutionary War
- 3.B. Understand the historical context of the issues addressed at the Constitutional Convention (e.g., separation of powers, checks and balances), what the opposing opinions were, and how those issues were finally addressed in the document

- 4.B. Understand how the colonists' ideals are reflected in the Bill of Rights and the Constitution, and how the individual protections guaranteed are relevant to society today
- 5.B. Know the major military campaigns of the Revolutionary War and why the colonists were ultimately able to defeat the British
- 6.B. Know the origins of settlers who colonized the Americas (e.g., English, French, Spanish, Dutch) and their impact on Native American communities
- 7.B. Understand the historical factors and trends that led to exploration (e.g., innovations in ship building and navigation, ocean routes forged by Marco Polo, Henry the Navigator's role in encouraging expansion into Africa for gold, Viking invasions and settlement, the heightened cultural awareness from the Crusades and Renaissance, Columbus' voyages)
- 8.B. Understand the historical development (e.g., events and prior documents) of the U.S. Constitution, including its ratification
- 9.C. Understand the elements of the colonial slave trade (e.g., the triangular trade between Europe, Africa, and the New World, the "middle passage") and their role in the development of the New World economy
- 10.C. Understand the factors that shaped the economic system in the colonies and the Americas (e.g., natural resources, relations with other countries and Great Britain)

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**State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.**

**State Standards**

- 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 15 Learner Statements**

- 1.A. Interpret geographic information from graphic representation (e.g., tables, graphs, charts, geographical projections)
- 2.A. Understand the significance of latitude and longitude in navigation and the discovery of the New World
- 3.C. Know the impact of human geography on the settlement patterns of people (e.g., proximity to urban economic centers, proximity to transportation and trading routes)
- 4.D. Understand the differences in the way Native Americans and the colonists viewed the New World and its natural resources
- 5.D. Know ways in which the boundaries and settlement patterns of the New World changed through the 18th century, and identify those changes on a map
- 6.D. Understand the relationships among location of resources, population distribution, and economic activities (e.g., transportation, trade, communications) among the three colonial regions (New England, Middle, South)
- 7.D. Know the natural resources of the New World and their significance to the colonists
- 8.D. Understand the role the physical environment played in the Revolutionary War (e.g., large areas of dense forests, harsh winters)

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

**State Standards**

- 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 15 Learner Statements**

- 1.A. Understand the similarities and differences between the cultural groups of colonial America
- 2.B. Know ways in which individuals, groups, and institutions can cooperate

## Physical Development

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

#### State Standards

- 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 15 Learner Statements

- 1.A. Describe strategies of competitive sports (floor hockey, football, basketball, volleyball)
  - 2.A. Develop basic understanding of rhythm
  - 3.C. Develop safety procedures appropriate to level
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### **State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.**

#### State Standards

- 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 15 Learner Statements

- 1.A. Differentiate between resting heart rate and working heart rate
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### **State Goal 21: Develop team-building skills by working with others through physical activity.**

#### State Standards

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

#### District 15 Learner Statements

- 1.B. Develop positive attitudes about teamwork, sportsmanship, and cooperation
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## Health

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### **State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.**

#### State Standards

- 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 15 Learner Statements

- 1.A. Know preventive measures against sickness, infection, and disease (receiving immunizations, protecting against germs)
- 2.A. Know methods for avoiding potentially dangerous situations, such as violence and the presence of gangs, guns, and drugs
- 3.A. Know extra demands in hygiene and nutrition during preadolescence and adolescence
- 4.A. Understand the effects of drugs, alcohol, and tobacco on physical, mental, and social health
- 5.A. Understand the differences between medication and illegal substances and proper responses to both (use prescriptions only as directed, refuse offers of illegal drugs)

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**State Goal 23: Understand human body systems and factors that influence growth and development.****State Standards**

- 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 the factors that affect growth and development.

**District 15 Learner Statements**

- 1.C. Know that changes occur during preadolescence
- 2.C. Understand puberty occurs at different times and in different ways for each individual
- 3.B. Understand the difference between communicable and noncommunicable diseases

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

- 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 15 Learner Statements**

- 1.A. Understand the consequences of conflict among peers
- 2.A. Know strategies and sources to improve communication skills
- 3.C. Know that different situations may require different refusal tactics

## Fine Arts

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**State Goal 25: Know the language of the arts.****State Standards**

- A. Understand the sensory elements, organizational principles, and expressive qualities of the arts.
- B. Understand the similarities, distinctions, and connections in and among the arts.

**District 15 Learner Statements****MUSIC**

- 1.A. Read, sing in tune, and play two-part music
- 2.A. Perform rhythms in  $2/4$ ,  $3/4$ , and  $4/4$  meters
- 3.A-B. Use appropriate music terminology to identify tempo, dynamics, and articulation
- 4.A. Identify major and minor harmonies
- 5.A. Identify soprano, alto, tenor, and bass voices
- 6.A. Identify musical instruments from other cultures

**VISUAL ART**

- 1.A. Understand the elements of two- and three-dimensional space
  - 2.A. Recognize the principles of balance, rhythm, movement, and proportion in visual art
  - 3.A. Identify and describe the color harmonies
  - 4.B. Understand the expressive qualities of story and symbol in visual art
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**State Goal 26: Through creating and performing, understand how works of art are produced.****State Standards**

- 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 15 Learner Statements**

## MUSIC

- 1.B. Read, sing in tune, and play two-part music
- 2.A-B. Understand the role of music in American history through singing, listening, and dance
- 3.B. Perform rhythms in 2/4, 3/4, and 4/4 meters

## VISUAL ART

- 1.A. Recognize relationships among materials and processes
- 2.A. Identify the terms involved in the process of sculpting with clay
- 3.A. Recognize the computer as a tool for creating visual art
- 4.B. Construct a three-dimensional sculpture using clay

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**State Goal 27: Understand the role of the arts in civilizations, past and present.****State Standards**

- 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 15 Learner Statements**

## MUSIC

- 1.B. Identify musical instruments from other cultures

## VISUAL ART

- 1.A. Identify and describe the relationship between the arts and various environments
- 2.A. Know how visual art functions in mass media and the broader marketplace
- 3.B. Compare artworks that communicate similarities and differences among various people, places, and times

**Technology**

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**State Goal: None****State Standards**

None

**District 15 Learner Statements**

- 1. Use the basic tools in a draw application
- 2. Create a text frame and shape frame in a draw application
- 3. Record and save an original sound clip
- 4. Create a one page HTML document
- 5. Create a spreadsheet containing at least one formula
- 6. Create a newsletter using a desktop publishing program
- 7. Use OPAC to compile a bibliography on a specific subject
- 8. Create a multiple page multimedia presentation
- 9. Demonstrate keyboard proficiency typing 15 words per minute with 90 percent accuracy