



# COMMUNITY CONSOLIDATED SCHOOL DISTRICT 15

## 2009-10 LEARNER STATEMENTS GRADE 4



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

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

##### DISTRICT 15 LEARNER STATEMENTS

- 1.A. Use a variety of word structures and forms (e.g., affixes, roots, homonyms, antonyms, synonyms, word analogies) to decode unknown words
- 2.A. Use a dictionary, glossary, and thesaurus to clarify and extend word meaning
- 3.B. Use self-correction strategies to establish and clarify meaning (e.g., reread, read ahead, use meaningful substitutions, use context, look back, identify miscues)
- 4.B. Read aloud instructional-level material fluently (rhythm, rate, and flow)
- 5.B. Make, confirm, and adjust predictions about text (e.g., based on formats, ideas, plots, and elements from previous readings)
- 6.B. Understand the uses of the various parts of a book (index, table of contents, glossary, and appendix)
- 7.B. Use organizational features of texts (e.g., headings, paragraphs, format) to increase understanding

- 8.B. Set, monitor, and accomplish quantitative (books per month) and qualitative (fiction, nonfiction) reading goals
- 9.C. Understand similarities and differences within and among texts (e.g., content, organization, important ideas, connections)
- 10.C. Use cognitive strategies to understand and respond to 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)
- 11.C. Summarize and make generalizations from content and relate to the purpose of the text

**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. Understand methods used to develop characters and plot in a literary work (e.g., use of dialogue, exploration of motives)
- 2.A. Describe how literary elements (e.g., theme, character, setting, plot, tone, conflict) are used in literature to create meaning
- 3.A. Read and know the defining characteristics of a variety of classic and contemporary literary forms and genres (e.g., historical fiction, chapter books, biographies, poetry, fables)
- 4.B. Respond to literary material by making inferences, drawing conclusions, and comparing it to their own experience, prior knowledge, and other texts

**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. Use rules of capitalization in writing (e.g., for proper nouns, titles, the first word of a direct quotation)
- 2.A. Use rules of punctuation in writing (e.g., use commas to connect independent clauses and to punctuate appositives and lists; use periods, question marks, and exclamation marks to distinguish statements, questions, exclamations, and commands)
- 3.A. Use the parts of speech in writing (e.g., nouns, verbs, demonstrative and indefinite pronouns, adjectives, adverbs, adverbial phrases, coordinating conjunctions)
- 4.A. Use resources (e.g., dictionaries, thesauruses) to find definitions, choose among synonyms, and confirm spelling
- 5.A. Use rules of grammar in writing (e.g., verb tense, subject-verb agreement, pronoun usage, modifiers, sentence structure)
- 6.B. Use cohesive paragraphs to develop ideas (e.g., use devices such as repetition, synonyms, parallel structure, connectives, transitions, sentence variety)
- 7.B. Use strategies to write narratives (e.g., engage the reader by establishing a focus, develop reader interest)

- 8.B. Use strategies to develop the topic in expository writing (e.g., include relevant facts and details; use descriptive language to clarify and enhance ideas; represent accurately events and sequence; use elements of style, such as tone, voice, and sentence variation)
- 9.B. Use strategies to write persuasive text (e.g., state a clear position; elaborate the position with reasons, examples, and information)
- 10.B. Use prewriting strategies (e.g., draw, brainstorm, create story maps, keep a notebook of ideas, answer questions posed by others, observe surroundings, develop a plan)
- 11.B. Use strategies to edit and proofread writing (e.g., use knowledge of spelling patterns to detect misspelled words; check for capitalization of proper nouns, titles, and the first word of a direction quotation; check for correct use of commas, periods, question marks, and exclamation marks; check for correct use of basic parts of speech; check for subject-verb agreement)
- 12.B. Use strategies to draft and revise writing (e.g., focus on a central idea; organize and develop ideas; integrate focus, support, and organization; revised the language, organization, and content to fulfill a specific purpose and to communicate with a specific audience)
- 13.B. Identify strengths and weaknesses in own writing
- 14.C. Use a variety of writing formats (e.g., responses to literature, summaries, informational essays, basic directions, narratives, reflection, autobiographical pieces, letters, poetry, fiction)
- 15.C. Write for different audiences (e.g., peers, teachers, other adults)

**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. Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations
- 2.A. Restate and carry out a variety of oral instructions
- 3.B. Use discussion strategies (e.g., volunteer relevant information, ask relevant questions, answer questions directly, respond to opinions and ideas of others, use eye contact and other nonverbal cues; ask for clarification and explanation of unfamiliar words and ideas, summarize information heard)
- 4.B. Use strategies for effective oral presentations (e.g., projection, tone, volume, rate, articulation, adjusting strategies when message is not being communicated, outline topics, manage apprehension and anxiety, visual aids, eye contact)
- 5.B. Speak in a variety of settings (e.g., in front of large and small audiences; as a participant in group readings, such as choral, echo, and shadow reading; as a participant in dramatic presentations; as a participant in a discussion)

**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.

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## DISTRICT 15 LEARNER STATEMENTS

- 1.A. Use a systematic process for research (e.g., select a topic, formulate questions, narrow the focus of a topic, identify prior knowledge, develop a plan for gathering information)
- 2.A. Use electronic media to locate information (e.g., use pull-down menus, entry menu features, passwords, icons, key word searches)
- 3.B. Use a variety of methods to record and organize key details of informational texts (e.g., notes, summaries, outlines, charts)
- 4.B. Cite sources used (e.g., list titles of resources, quote or paraphrase information sources)
- 5.C. Create a variety of print and nonprint documents to communicate acquired information for specific audiences and purposes

## MATHEMATICS

STATE GOAL 6: DEMONSTRATE AND APPLY A KNOWLEDGE AND SENSE OF NUMBERS, INCLUDING NUMERATION AND OPERATIONS (ADDITION, SUBTRACTION, MULTIPLICATION, DIVISION), PATTERNS, RATIOS, AND PROPORTIONS.

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## 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.

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## DISTRICT 15 LEARNER STATEMENTS

- 1.A. Read, write, recognize, and model equivalent representations of whole numbers and their place values up to 1,000,000.
- 2.A. Identify and write (in words and standard form) whole numbers up to 1,000,000.
- 3.A. Read, write, recognize, and model equivalent representations of fractions; divide regions or sets to represent a fraction.
- 4.A. Represent multiplication as repeated addition.
- 5.A. Order and compare whole numbers up to 100,000.
- 6.A. Order and compare decimals through hundredths.
- 7.A. Order and compare fractions having like denominators with or without models.
- 8.A. Identify and locate whole numbers, halves, and fourths on a number line.
- 9.A. Solve problems involving descriptions of numbers, including characteristics and relationships (e.g., odd/even, factors/multiples, greater than, less than).
- 10.B,C. Solve problems and number sentences involving addition and subtraction with regrouping and multiplication (up to three-digit by one-digit).
- 11.B,C. Solve problems involving the value of a collection of bills and coins whose total value is \$100.00 or less, and make change.
- 12.B,C. Model and apply basic multiplication and division facts (up to  $12 \times 12$ ), and apply them to related multiples of 10 (e.g.,  $3 \times 9 = 27$ ,  $30 \times 9 = 270$ ,  $6 \div 3 = 2$ ,  $600 \div 3 = 200$ ).
- 13.B,C. Model situations involving addition and subtraction of fractions with like denominators.

- 14.B,C. Solve problems involving the commutative and distributive properties of operations on whole numbers [e.g.,  $8 + 7 = 7 + 8$ ,  $27 \times 5 = (20 \times 5) + (7 \times 5)$ ].
- 15.B,C. Use the inverse relationships between addition/subtraction and multiplication/division to complete basic fact sentences and solve problems (e.g.,  $4 \times 3 = 12$ ,  $12 \div 3 =$  ).
- 16.B,C. Make estimates appropriate to a given situation with whole numbers.

**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 (e.g., 1 hour and 40 minutes) that occur in the same half day (a.m. only or p.m. only).
- 2.A-C. Select and use appropriate standard units and tools to measure length (to the nearest  $\frac{1}{2}$  inch or  $\frac{1}{2}$  cm), time, and temperature.
- 3.A-C. Solve problems involving the perimeter of a polygon with given side lengths and the area of a square, rectangle, or irregular shape composed of rectangles using diagrams, models, and grids or by measuring (may include sketching a figure from its description).
- 4.A-C. Compare and estimate length (including perimeter), area, volume, and weight/mass using referents.
- 5.A-C. Determine the volume of a solid figure that shows cubic units.
- 6.A-C. Solve problems involving unit conversions within the same measurement system for time, length, and weight/mass.

**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 pattern (sequence), describe a pattern (sequence), and extend a pattern (sequence) when given a description or pattern (sequence).
- 2.A. Write an expression using letters or symbols to represent an unknown quantity.
- 3.A. Evaluate algebraic expressions with a whole number variable value (e.g., evaluate  $3 + m$  when  $m = 4$ ).
- 4.B. Identify or represent situations with well-defined patterns using words, tables, and graphs (e.g., represent temperature and time in a line graph).
- 5.B. Translate between different representations (table, written, or pictorial) of whole number relationships.
- 6.C,D. Represent simple mathematical relationships with number sentences (equations and inequalities).
- 7.C,D. Solve for the unknown in an equation with one operation (e.g.,  $10 = +3 + 2$ ,  $-1 = 3$ ).

8.C,D. Solve word problems involving unknown quantities.

**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. Identify, 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 right angles.
- 2.A. Identify and describe three-dimensional shapes (cubes, spheres, cones, cylinders, prisms, and pyramids) according to their characteristics (faces, edges, vertices).
- 3.A. Differentiate between polygons and non-polygons.
- 4.A. Graph, locate, identify points, and describe paths using ordered pairs (first quadrant).
- 5.A. Identify whether or not a figure has one or more lines of symmetry, and sketch or identify all lines of symmetry.
- 6.A. Identify images resulting from flips (reflections), slides (translations), or turns (rotations).
- 7.A. Identify and sketch parallel and perpendicular lines.
- 8.A. Identify and sketch right angles.
- 9.B. Identify the two-dimensional components of a three-dimensional object.
- 10.B. Identify a three-dimensional object from its net.
- 11.B. Predict the result of composing or decomposing shapes or figures.
- 12.B. Identify congruent and similar figures by visual inspection.
- 13.B. Determine the distance between two points on the number line in whole numbers.

**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 and interpret data represented in a pictograph, bar graph, line (dot) plot, Venn diagram (with two circles), tally chart, table, line graph, or circle graph.
- 2.A,B. Create a pictograph, bar graph, tally chart, or table for a given set of data.
- 3.A,B. Determine the mode and range, given a set of data or a graph.
- 4.C. Classify events using words such as certain, most likely, equally likely, least likely, possible, and impossible.

- 5.C. Describe the chances associated with a context presented visually, including using the response format “3 out of 4” or  $\frac{3}{4}$ .

## 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. Read and interpret data presented in graphs, recognizing when information is irrelevant
- 2.A. Know the appropriate experimental variable and the variables that must be controlled to perform an experiment accurately
- 3.A. Understand how to design and perform simple experiments involving forming a hypothesis, conducting an experiment, gathering data, comparing data, and drawing conclusions

**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.B. Understand the concept of food chains and webs and the related classifications of plants or animals (e.g., producers, consumers, herbivores, carnivores, decomposers)
- 2.B. Know that the world contains many kinds of environments and that different animals and plants are suited to live in different environments
- 3.B. Identify the basic classifications of animals based on how they interact with their environment (e.g. nocturnal, warm blooded, cold blooded)
- 4.B. Understand sources of energy for plants and animals (food pyramid, web, chain)
- 5.B. Know the basic divisions of animals and their common characteristics
- 6.B. Understand that an ecosystem is made of living things
- 7.B. Understand how human activities effect the number of species in an environment
- 8.C. Understand basic principles of electricity (e.g., circuits, electrical charges, voltage current)
- 9.C. Identify conductors and insulators

- 10.C. Understand that objects can be positively charged or negatively charged
- 11.C. Understand that electrical energy can be converted to other types of energy such as heat, light, mechanical energy
- 12.C. Understand the basic principles of magnetism (e.g. attraction, repulsion, magnetic substances)
- 13.C. Understand the basic properties of light (reflection, absorption, refraction, and can be transmitted and absorbed by matter)
- 14.C. Understand that white light can be broken into all the colors of the rainbow by means of prisms
- 15.C. Recognize basic forms of energy (light, heat, sound, electrical, mechanical)
- 16.C. Identify the basic properties of waves: frequency, wavelength, and velocity

**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. Know that different people may interpret the same set of observations differently
- 2.A. Explain why similar results are expected when procedures are done the same way
- 3.A. Know that scientific results must be reproducible
- 4.A. Work to ensure a safe environment following safety procedures at all times
- 5.B. Know how science and technology have developed over time

**SOCIAL SCIENCE**

**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. Understand the Constitution is a written document that states the fundamental purposes of American government are to protect individual rights (e.g., individual rights expressed in the Bill of Rights) and promote the common good
- 2.A. Understand the basic responsibilities of the three branches of national government: legislative (e.g., House of Representatives and Senate make laws), executive (e.g., the President enforces laws), and judicial (e.g., the Supreme Court decides fairness of laws)

- 3.A. Know that the three branches of government (legislative, executive, judicial) are present at the local, state, and national levels of government
- 4.B. Know the structure, function, and respective duties of Illinois state government and federal government
- 5.B. Distinguish between local, state, and federal government
- 6.F. Understand the historical and symbolic significance of the flag and why it is a respected American symbol

**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.B. Know the factors that affect how consumers make their economic choices
- 2.B. Understand the relationships of supply and demand
- 3.C. Understand the role of choice and competition in the marketplace (e.g., active competition among sellers results in lower prices and costs, higher product quality, and better customer service)
- 4.C. Understand the concept of free enterprise
- 5.C. Understand that a business or individual makes a profit when revenue is greater than the costs of producing or selling a good or service, and a business experiences a loss when revenue is less than the costs of producing or selling a good or service
- 6.D. Know that imports are goods or services bought from sellers in another nation, and exports are goods and services produced in one nation but sold to buyers in another nation
- 7.D. Understand the advantages and disadvantages of specialization and a division of labor (assembly line) when manufacturing a product
- 8.D. Understand circular flow as the continuing and recurring transfer of money and goods between producers and consumers

**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 stories (both primary and secondary) to determine historical events that influenced the story

- 2.A. Use historical sources (both primary and secondary) to compare different portrayals and perspectives of the same event or historical figure
- 3.A. Use historical data from a variety of nonliterary sources (e.g., tables, charts, graphs, time lines, thematic maps) to interpret historical facts
- 4.B. Know the key individuals and places associated with the American Revolution (e.g., King George, John Adams, Samuel Adams, Paul Revere, Benjamin Franklin, George Washington, Thomas Jefferson, Boston, Philadelphia)
- 5.B. Understand changes in business and labor practices during the late 19th century (e.g., reasons for child labor and its consequences, changes in business operation, how workers' lives were affected after the Civil War)
- 6.B. Know that different regions within the United States have a unique history of their own, with their own significant events and people that shaped the historical characteristics of the region
- 7.C. Understand how trade and exploration led to cultural exchanges of ideas, technology, and language
- 8.C. Know how the inventions of key individuals contributed to the Industrial Revolution (e.g., inventions of John Deere, Thomas Edison, Robert McCormack, George Washington Carver, Henry Ford)
- 9.D. Know the ways in which participation in the westward expansion affected families and communities (e.g., the hardships they experienced on the frontier, how the settlements of the west are different from those in the east)
- 10.D. Know the history, progression, and individuals associated with civil rights (e.g., Abraham Lincoln's Emancipation Proclamation, abolition, the Civil War, Harriet Tubman and the Underground Railroad, segregation and the leadership of Martin Luther King, Jr.)
- 11.D. Know that ways in which people live have changed through American history (e.g., modes of transportation, types of employment, types of housing, social gender roles)

**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. Use maps, graphs, charts, and other geographic tools to classify regions, both globally and within the United States, with common characteristics (e.g., thematic maps showing climate, religions, economy, topographical features)
- 2.A. Use a map grid (latitude and longitude) to locate places, countries, and regions
- 3.A. Know that areas can be classified as regions according to physical criteria (e.g., landform regions, soil regions, vegetation regions, climate regions, water basins)
- 4.A. Know prominent geographic features of U.S. regions (e.g., the coastal plain, the Mississippi River, the Grand Canyon, the Everglades, the Rockies)
- 5.B. Understand the dominant physical processes associated with different regions (e.g., erosion and flooding along rivers, earthquakes and volcanoes on fault lines, limited precipitation in desert areas, characteristics of forests, prairies, and tundras)
- 6.B. Know the impact of physical geography on the settlement patterns of people (e.g., avoidance of harsh terrain such as mountain ranges, proximity to fresh water lakes and rivers, availability of arable land)

- 7.B. Understand the basic physical processes of the Earth (e.g., climate, the water cycle, soil formation, erosion) and how these processes affect the availability of natural resources
- 8.C. Know the location and uses of natural resources in different regions of the U.S. and the world (e.g., oil in Texas, Alaska, and the Middle East)
- 9.C. Know the relationships among the location of resources, population distribution, and economic activities (e.g., why the Northeast Coast of the United States is so densely populated)

**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. Know the ways culture and ideas can be transmitted (e.g., museums, film, television) and that some sources are more reliable than others
- 2.A. Know that false stereotypes can sometimes be associated with different cultures
- 3.A. Know that different regions in the United States can have their own distinct cultural traits and can be found in the literature, art, music, and architecture of that region
- 4.A. Understand the differences in various cultures through short stories, novels, and music

**PHYSICAL DEVELOPMENT**

**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. Demonstrate ability to jump rope individually or with a partner for sustained time
- 2.A. Demonstrate a sense of balance during physical activities
- 3.A. Demonstrate basic skills needed to perform lead up games to team sports
- 4.B. Use strong or light force when striking an object which is stationary or moving
- 5.B. Strike a tossed ball back to partner or wall using a variety of body parts
- 6.B. Use different body shapes and movements to creatively express various qualities of efforts
- 7.C. Demonstrate safety procedures appropriate to level
- 8.C. Demonstrate and understand rules in games and activities while officials identify fouls and errors in play

**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. Recognize the importance of locating heart rate before, during, and after physical activity

**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**

Not tested at this benchmark

**HEALTH**

**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. Understand key features of nutrient information, as found in resources such as RDA labels (daily allowances, ingredients, nutrients)
- 2.A. Develop a home-safety and emergency response plan to such emergencies as fire
- 3.A. Know behaviors that increase academic, mental, and social performance (getting adequate sleep, exercising frequently, eating regularly)
- 4.C. Know that environmental issues have related health issues (pollution/respiratory problems; sun/skin cancer)
- 5.C. Know programs and practices that help the environment (hazardous waste treatment, recycling bins in workplaces)

**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.

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DISTRICT 15 LEARNER STATEMENTS

- 1.A. Know how body systems interact
- 2.C. Understand that some factors influencing growth and development can be controlled (nutrition) while others cannot (genetics)
- 3.A. Know structure of major organs

STATE GOAL 24: PROMOTE AND ENHANCE HEALTH AND WELL-BEING THROUGH THE USE OF EFFECTIVE COMMUNICATION AND DECISION-MAKING SKILLS.

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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.

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DISTRICT 15 LEARNER STATEMENTS

- 1.A. Know that social groups can have both positive and negative effects on conflict
- 2.B. Understand that media, advertising, and peers may or may not promote healthy decisions
- 3.C. Know situations where refusal skills may be necessary

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**FINE ARTS**

STATE GOAL 25: KNOW THE LANGUAGE OF THE ARTS.

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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.

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DISTRICT 15 LEARNER STATEMENTS

MUSIC (COMPREHENSIVE)

None

VISUAL ART

- 1.A. Recognize the elements of two- and three-dimensional space in visual art
- 2.A. Recognize the element of form in visual art
- 3.B. Identify and describe the concept of foreground, middle ground, and background in a composition

STATE GOAL 26: THROUGH CREATING AND PERFORMING, UNDERSTAND HOW WORKS OF ART ARE PRODUCED.

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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.

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## DISTRICT 15 LEARNER STATEMENTS

### MUSIC (COMPREHENSIVE)

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- 1.B. Sing songs and partner songs in tune with an emphasis on the complete pentatonic scale
- 2.A. Perform simple rhythm patterns using half notes, half rests, quarter notes, quarter rests, eighth notes, eighth rests, sixteenth notes, sixteenth rests, and dotted rhythms
- 3.B. Conduct in 2/3, 3/4, and 4/4 patterns
- 4.A. Identify individual instruments within the four instrument families
- 5.B. Perform simple songs on the recorder

### VISUAL ART

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- 1.A. Identify and understand the process and tools of printmaking
- 2.B. Create a work of art using problem-solving, designing, and sketching
- 3.B. Use observation skills to create a work of art emphasizing value and texture

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## STATE GOAL 27: UNDERSTAND THE ROLE OF THE ARTS IN CIVILIZATIONS, PAST AND PRESENT.

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### 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.
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## DISTRICT 15 LEARNER STATEMENTS

### MUSIC (COMPREHENSIVE)

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- 1.A. Perform American Folk music and dance

### VISUAL ART

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- 1.A. Recognize examples of visual art in their daily lives
- 2.A. Understand how visual art functions in the marketplace through product design
- 3.B. Know how visual art has functioned in the daily lives of people who have lived in different places and times

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## TECHNOLOGY

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STATE GOAL: NONE

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### STATE STANDARDS

None

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## DISTRICT 15 LEARNER STATEMENTS

1. Use OPAC to search for a book in the resource center
2. Change font and line color in a document
3. Create a chart, graph, or table using available applications
4. Insert an original chart or graph into a document
5. Use group, ungroup, and select all to copy/rearrange items within a document
6. Scan an image and insert it into a document
7. Demonstrate keyboard proficiency typing 10 words per minute with 90 percent accuracy