

# Lincolnwood School District 74

## Learning Standards

### 4th Grade



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## **ENGLISH LANGUAGE ARTS (ELA)**

### LITERATURE

*Students will be able to...*

- Use text evidence when summarizing and explaining a text (and making an inference)
- Describe the elements of a story
- Explain major differences between poems, drama, and prose
- Compare and contrast the point of view from which different stories are narrated
- Determine a theme of a story, drama, or poem from details in the text
- Determine the meaning of allusions found in mythology
- Make connections between the text of a story or drama and a visual or oral presentation of the text
- Compare and contrast similar themes and topics
- Comprehend a variety of text and genres

### INFORMATIONAL TEXT

*Students will be able to...*

- Use text evidence when summarizing and explaining a text (and making an inference)
- Explain how an author uses reasons and evidence to support particular points in a text
- Determine the main idea of a text and explain how it is supported by key details
- Describe the overall organization of events, ideas, concepts, or information in a text
- Interpret information presented visually, orally, or quantitatively
- Explain events, procedures, ideas, or concepts in a historical or scientific text
- Determine the meaning of general academic and domain-specific words or phrases in a text
- Compare and contrast a firsthand and secondhand account of the same event or topic
- Integrate information from two texts on the same topic in order to write or speak about them
- Read and comprehend informational texts

### FOUNDATIONAL SKILLS

*Students will be able to...*

- Know and apply grade-level phonics and word analysis skills in decoding words
- Read with sufficient accuracy and fluency to support comprehension
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### WRITING

*Students will be able to...*

- Write informative/explanatory texts to examine a topic
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- Develop and strengthen writing as needed by planning, revising, and editing
- Use technology, including the Internet, to produce and publish writing
- Recall relevant information from experiences or gather relevant information from print and digital sources
- Write over short and extended time frames for a range of discipline-specific tasks, purposes, and audiences
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information

- Conduct short research projects that build knowledge through investigation of different aspects of a topic
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- Develop and strengthen writing as needed by planning, revising, and editing
- Use technology, including the Internet, to produce and publish writing
- Recall relevant information from experiences or gather relevant information from print and digital sources
- Write over short and extended time frames for a range of discipline-specific tasks, purposes, and audiences
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Write narratives to develop real or imagined experiences or events
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- Develop and strengthen writing as needed by planning, revising, and editing
- Use technology, including the Internet, to produce and publish writing
- Recall relevant information from experiences or gather relevant information from print and digital sources
- Write over short and extended time frames for a range of discipline-specific tasks, purposes, and audiences

### SPEAKING AND LISTENING

*Students will be able to...*

- Engage in a range of collaborative discussions
- Engage in a range of collaborative discussions
- Paraphrase portions of a text read aloud or information presented
- Engage in a range of collaborative discussions
- Identify the reasons and evidence a speaker provides to support particular points
- Report on a topic or text, tell a story, or recount an experience in an organized manner
- Add audio recordings and visual displays to presentations when appropriate
- Differentiate between contexts that call for formal vs. informal English

### LANGUAGE

*Students will be able to...*

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Use knowledge of language and its conventions when writing, speaking, reading, or listening
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Use knowledge of language and its conventions when writing, speaking, reading, or listening
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Use knowledge of language and its conventions when writing, speaking, reading, or listening
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases
- Demonstrate understanding of figurative language

## WORK HABITS

*Students will be able to...*

- Complete homework
- Have required materials (i.e. prepare for class)
- Use time wisely
- Organize personal space and materials

## **MATHEMATICS**

### NUMBER AND OPERATIONS IN BASE TEN

*Students will be able to...*

- Use place value understanding and properties of operations to perform multi-digit arithmetic

### NUMBER AND OPERATIONS-FRACTIONS

*Students will be able to...*

- Extend understanding of fraction equivalence and ordering
- Understand decimal notation for fractions, and compare decimal fractions
- Build fractions from unit fractions

### OPERATIONS AND ALGEBRAIC THINKING

*Students will be able to...*

- Use the four operations with whole numbers to solve problems
- Gain familiarity with factors and multiples
- Generate and analyze patterns

### MEASUREMENT AND DATA

*Students will be able to...*

- Represent and interpret data
- Geometric measurement: understand concepts of angle and measure angles

### GEOMETRY

*Students will be able to...*

- Draw and identify lines and angles, and classify shapes by properties of their lines and angles

## WORK HABITS

*Students will be able to...*

- Complete homework
- Have required materials (i.e. prepare for class)
- Use time wisely
- Organize personal space and materials

## **SCIENCE**

### PHYSICAL SCIENCE

*Students will be able to...*

- Describe the properties of matter
- Distinguish between physical and chemical changes
- Explain how forces act upon an object
- Magnetism as a Force
- Identify and explain the function of the different forms of energy
- Characterize static and current electricity

### WORK HABITS

- Complete homework
- Have required materials (i.e. prepare for class)
- Use time wisely
- Organize personal space and materials

## **SOCIAL SCIENCE**

### POLITICAL SCIENCE

*Students will be able to...*

- Understand the components of a democracy

### ECONOMICS

*Students will be able to...*

- Explain how the resources available in a region contribute to the development of an economy

### HISTORY

*Students will be able to...*

- Explain how the Northeast Region became the birthplace of our nation

### GEOGRAPHY

*Students will be able to...*

- Locate and describe regions and features of the U.S.

### WORK HABITS

*Students will be able to...*

- Complete homework
- Have required materials (i.e. prepare for class)
- Use time wisely
- Organize personal space and materials

## **SOCIAL AND EMOTIONAL**

### KEY VOCABULARY

*Students will define and use the following vocabulary...*

determination	difference	evaluate	perseverance	respect	responsibility	similarity
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*Students will be able to...*

- Demonstrate appropriate listening skills
- Use appropriate conflict resolution strategies
- Interact well with others
- Demonstrate self-control
- Respect self, others, and property
- Accept responsibility for one's action

## **HEALTH**

### HEALTH PROMOTION, PREVENTION, TREATMENT

*Students will be able to...*

- Describe ways in which a safe and healthy school and community environment can promote personal health practices and behaviors
- Identify diseases (cancer, heart disease, chronic disease, etc.)
- Explain how the media influences thoughts, feelings, and health behaviors
- Identify and understand healthy eating, including nutrients, food labels, and healthy weights

### HUMAN BODY SYSTEMS

*Students will be able to...*

- Identify and understand the body's systems
- Identify and understand the stages of the life cycle
- Participates in health-related fitness activities that will improve cardiovascular endurance, flexibility, muscular strength and endurance

### COMMUNICATION AND DECISION-MAKING

*Students will be able to...*

- Identify the importance of conflict resolution and healthful friendships
- Encourage peers to make healthy decisions
- Identify and describe the dangers of alcohol, tobacco, and other drugs (Resistance Skills)

## **PHYSICAL EDUCATION**

### KEY VOCABULARY

*Students will define and use the following vocabulary...*

complete	defense	hike	interception	momentum	offense
peripheral	punt	rusher	scrimmage	serve	

## MOTOR SKILLS

*Students will be able to...*

- Demonstrate progress toward the mature form of locomotor skills (walking, running, hopping, galloping, leaping, skipping, sliding, chasing, fleeing, dodging and vertical/horizontal jumps)
- Demonstrate all locomotor/non-locomotor and manipulative skills with a partner
- Demonstrate the mature form of non-locomotor skills (balancing, turning, twisting, and stretching, bending, weight transfer)
- Demonstrate all locomotor skills, non-locomotor skills and manipulative skills
- Demonstrate the mature form of manipulative skills (throwing and catching, kicking and punting, and striking skills)
- Demonstrate locomotor, non-locomotor, and manipulative skills in games, dance, and gymnastics

## MOVEMENT, MOVEMENT PATTERNS, SKILLED MOVEMENT

*Students will be able to...*

- Demonstrate use of movement concepts of directions, levels, pathways, and speed while performing locomotor skills
- Demonstrate the ability to perform movement skills while participating in low organized games, cooperative games, tumbling and relays
- Demonstrate coordinated movement patterns varying shape, size, direction, levels and speed
- Demonstrate moving to a rhythm by keeping time to a simple beat using a variety of locomotor and non-locomotor skills
- Catch, throw, bounce, bat, and kick using different types of balls
- Demonstrate simple gymnastic movements using a variety of balance, roll, transfer of weight, and flight

## FITNESS

*Students will be able to...*

- Demonstrate muscular fitness through the use of fundamental motor skills
- Demonstrate improvement in the areas of arm strength, flexibility, agility, and cardio endurance
- Participate in fitness activities

## WORK HABITS

*Students will be able to...*

- Demonstrate good listening skills when learning procedures and receiving instructions
- Demonstrate proper use of equipment
- Demonstrate good sportsmanship with a positive attitude and positive interactions with others
- Demonstrate the ability to share, and be cooperative and safe with others
- Work hard and put forth effort

## **INFORMATION LITERACY**

### KEY VOCABULARY

*Students will define and use the following vocabulary...*

copyright date	index	reference
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### ACCESS INFORMATION

*Students will be able to...*

- Understand the concept of keyword
- Identify different reference materials, e.g. encyclopedia, atlas, nonfiction book, website, almanac, etc.

- Use strategies to identify keywords
- Identify publisher and copyright date of print
- Begin to understand that information can be found in a variety of sources and formats

**EVALUATE INFORMATION**

*Students will be able to...*

- Identify appropriate sources of information
- Find similar ideas in more than one source
- Question the differences in sources
- Determine possible resources to meet an information need

**USE INFORMATION**

*Students will be able to...*

- Present, perform or share a product successfully
- Organize information using such techniques as graphic organizers, storyboarding, or webbing
- Understand individual responsibilities when using shared tools and resources

**APPRECIATE LITERATURE**

*Students will be able to...*

- Select resources and materials based on interest, need, and appropriateness
- Respond to literature by participating in reader’s theater
- Become acquainted with award-winning literature

**TECHNOLOGY**

**KEY VOCABULARY**

*Students will define and use the following vocabulary...*

align	backup	browser	cite	crop	download	export	format
import	jpeg	landscape	plagiarism	portrait	search engine	textbox	

**COMMUNICATION AND COLLABORATION**

*Students will be able to...*

- Create, share and collaborate on Google Docs and Slides using appropriate writing conventions

**CREATIVITY AND INNOVATION**

*Students will be able to...*

- Students, create, repurpose, and/or remix digital assets to express ideas or generate learning artifacts
- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes

**CRITICAL THINKING**

*Students will be able to...*

- Use technology to solve learning problems



## RESEARCH AND INFORMATION LITERACY

*Students will be able to...*

- Interpret information presented visually, orally or quantitatively and explain how the information contributes to an understanding of the text in which it appears
- Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources
- Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases

## TECHNOLOGY OPERATIONS AND CONCEPTS

*Students will be able to...*

- Keyboard using correct fingering
- Type with at least 90% accuracy and 20 WPM

## DIGITAL CITIZENSHIP

*Students will be able to...*

- Students recognize that authorship is ownership
- Students understand and practice safe use of technology, information and resources

## **VISUAL ART**

### KEY VOCABULARY

*Students will define and use the following vocabulary...*

clay	complementary colors	concentric	contour line drawing	contrast	cool colors
negative space	neutral colors	one point perspective	opaque	overlapping	paper mache
positive space	scoring	thumbnail sketch	transparent	warm colors	

### ELEMENTS OF ART

*Students will be able to...*

- Draw lines to create rhythm and repetition
- Overlap shapes to create depth
- Follow teacher directed drawing lessons
- Use warm and cool colors to create design
- Use concentric design
- Identify positive and negative space in an artwork
- Demonstrate how 2 different materials are used to depict the same object
- Create a color wheel (color mixing)

### ART PRODUCTION

*Students will be able to...*

- Skills in drawing, painting with tempera and watercolors, colored pencil, crayon, oil pastels, and markers
- Skills in cutting, gluing, and paper manipulation
- Drawing from images and real objects
- A paper sculpture
- A creature from imagination

- Skills using clay to create a pinch pot or slab construction
- Painting and sculpting skills to create a sculpture

### ART HISTORY

*Students will be able to...*

- Identify how art is used in different cultures
- Discuss how different works of art make them feel
- Observe art from different cultures and compare it to their own
- Use a variety of sources for art ideas including nature, people, images, and imagination

### WORK HABITS

*Students will be able to...*

- Demonstrate good listening skills
- Demonstrate responsible use of materials
- Demonstrate a helpful attitude during clean up

## **MUSIC**

### KEY VOCABULARY

*Students will define and use the following vocabulary...*

accidentals	barline	Baroque Period	clef	coda	conductor	D.C. al Fine	dotted half note
double bar line	eighth rest	fermata	fine	first ending	flat sign	forte	half rest
half steps	ledger line	measure	natural sign	piano	pick up notes	quarter rest	repeat sign
second ending	sharp sign	tie	whole rest	whole steps			

### MUSIC THEORY

*Students will be able to...*

- Identify notes of the Treble Clef
- Identify rhythms
- Identify the parts of a score

### MUSICAL PRODUCTION AND PERFORMANCE

*Students will be able to...*

- Demonstrate tablature on the ukulele
- Demonstrate chords on the ukulele
- Demonstrate notes on the ukulele and recorder
- Sing while strumming the ukulele

### MUSIC APPRECIATION

*Students will be able to...*

- Identify the characteristics of Baroque Music

## WORK HABITS

*Students will be able to...*

- Bring materials to class
- Use instruments appropriately
- Participate in class