

Applications of Learning

Through Applications of Learning, students demonstrate and deepen their understanding of basic knowledge and skills. These applied learning skills cross academic disciplines and reinforce the important learning of the disciplines. The ability to use these skills will greatly influence students' success in school, in the workplace and in the community. (ISBE, Illinois Learning Standards, 1999)

- **Solving Problems** – Recognize and investigate problems; formulate and propose solutions supported by reason and evidence
- **Communicating** – Express and interpret information and ideas
- **Using Technology** – Use electronic equipment, computers and networks to access information, process ideas and communicate results
- **Working in Teams** – Learn and contribute productively as individuals and as members of groups
- **Making Connections** – Recognize and apply connections of important information and ideas within and among learning areas

Language Arts

Through the literary elements of fiction, traditional literature, poetry, biography and non-fiction children will experience a wide range of instructional activities in listening, reading, writing, discussing and/or speaking.

Reading

- Construct meaning from multiple sources
- Apply word analysis skills for comprehension
- Use cueing strategies: phonetic, picture and context
- Make connections to themselves, their experiences and books
- Predict, recall and summarize stories, information and experiences
- Analyze characterization, setting, plot, problem/solution and climax/resolution
- Expand vocabulary and multiple word meanings through a variety of strategies
- Develop a passion for reading
- Read independently
- Use reference texts to clarify and extend word meaning
- Make and confirm predictions
- Compare and contrast information from text
- Respond in oral and written form to material read
- Expand and apply a repertoire of reading strategies

Listening and Speaking

- Speak effectively using language appropriate to situation and audience
- Communicate effectively expressing ideas and feelings
- Follow more complex written and oral instructions
- Contribute to group discussions

- Express feelings
- Retell and react to stories
- Use eye contact and visual aids in oral presentations
- Listen effectively in formal and informal situations
- Develop and expand vocabulary by speaking and listening using correct grammar

Writing

- Use cursive handwriting skills
- Compose well-organized writing for specific purposes
- Communicate ideas in writing
- Use varied sentence structure and expand with descriptive words
- Consider word choice
- Demonstrate logical flow
- Use time/order transitions and paragraphs (first, the next day, in summer)
- Use logical and time/order transitions between and within paragraphs
- Support ideas with specific details and second order support
- Provide support and elaboration with details
- Use correct grammar, spelling, capitalization and punctuation
- Demonstrate correct language mechanics
- Write independently

Mathematics

- Compare, read, order and write numbers through millions and explore numbers through billions
- Demonstrate facility with multiplication and division facts through 10's
- Investigate mental math and extended facts (e.g. 30×40 , 450 divided by 90)
- Investigate patterns of fractions with manipulatives, pictures and symbols: relations among fractions with various numerators and denominators
- Investigate fractional parts of a group; connect to division concept and relevant number patterns
- Continue investigations of the concept of perimeter and circumference of circles
- Investigate the area of various shapes through square manipulatives or graph paper
- Investigate rounding money to nearest \$1, \$10, \$100, \$1,000 and investigate combinations equal to a given amount
- Construct appropriate representations collected data such as graphs, time lines and tables

Science

- Identify the parts and components of an ecosystem and describe their interdependency
- Identify adaptations of organisms within an ecosystem
- Produce food chains and food webs
- Identify the properties of positive and negative changes
- Observe and describe the characteristics of conductors and insulators

- Build circuits and describe the pathway of electrons
- Identify rock types and crystal features and tell how they form
- Predict how rock and crystal will change over time
- Identify the stages of rock cycle
- Formulate questions, collect data, prepare charts, produce and communicate explanations
- Describe and assess the interrelationships between people, technology and the environment
- Use tools of technology and the design process

Social Studies

- Compare and contrast the regions of the US with another world region
- Understand the State of Illinois, its government, history, economy, geography and people
- Develop basic understanding how citizens can make a difference
- Learn about celebrations around the world
- Compare and contrast geographical features
- Use a variety of maps, atlases and globes

World Languages

By the end of fourth grade, students will:

- Comprehend written directions, illustrated stories, gestures and body language used in daily interaction in the target language
- Follow instructions in the target language
- Pose questions spontaneously in structured situations
- Produce language using proper pronunciation, intonation and inflection
- Decode new vocabulary
- Write on familiar topics
- Use maps, charts, digital images, graphs and other geographic representations to describe and discuss the countries where the target language is spoken
- Identify products that are from the countries where the target language is spoken and that are found in the US economy
- Use the target language to participate in and/or describe games, dances and sports
- Use the target language to describe activities and characteristics of selected occupations and work places

Information Literacy Skills

Under development

Physical Education/Wellness

Students will have instructional and physical activities in:

- Movement skills
- Low organized games
- Rhythmic activities
- Gymnastics and tumbling
- Basic individual sport skills
- Basic dual sport related activities
- Basic team sports
- Fitness education

- Social-emotional growth

Health

By the end of fourth grade, students will:

- Classify major body parts and functions of the body systems
- Compare and contrast effects of healthy/unhealthy life styles
- Summarize the principles of goods nutrition, exercise and rest
- Promote healthy body and self-concept
- Implement a personal exercise and activity plan
- Demonstrate basic procedures for responding to emergency and life safety issues

General Music

Students will have instructional and experiential activities in:

- Interactive listening process involving music perception, cognition, analysis, and evaluation resulting in aesthetic awareness
- Personal experiential interaction with music through singing, playing, performing and dancing
- Creative composition /arranging for organized sound designed to express feelings
- Spontaneous creation of original music
- Formal /constructive elements of music theory, vocabulary, syntax and symbolic representations of music
- Historical, social and cultural context for musical insight

Instrumental Music

Students selecting string instrumental music instruction will:

- Recognize and perform note values
- Demonstrate understanding and perform time signatures
- Identify through use of staff and clef, letter names of pitches in current playing range and function of key signatures
- Identify and understand function of sharp, flat, natural sign, repeat sign, first/second ending marking and multiple measure rests
- Discern basic percussion nomenclature on percussion music as related to percussion instruments
- Demonstrate understanding of functions of ties, slurs, phrase markings, bow technique, knowledge of instrument care and maintenance, posture, sitting, standing, finger positions, appropriate embouchure, chromatic scales, concert pitch and conducting patterns
- Identify and execute dynamics: p, map, mf, f
- Perform scales (concert pitch)

Fine Arts (to be implemented)

- Recognize, identify and demonstrate an understanding of the sensory elements and

organizational principles of design as well as expressive qualities of the visual arts

- Recognize, identify and demonstrate the basic use of materials and tools in order to understand how works of art are produced
- Create individual works of visual art
- Understand that works of art shape, reflect and play a role in societies, cultures and civilizations, past and present

“Quality education is best delivered through a partnership of teachers, family and community.”

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4th Grade Curriculum