

# **Fourth Grade**

## **Grade Level Objectives**



# **Kelvin Grove School**

**Education is our connection to the future.**

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The grade level objectives listed in this brochure are aligned with the Illinois State Learning Standards and represent the course of study for this grade and provide a general focus for the instructional program in your child's grade. The purpose of this grade level brochure is to provide parents with an overview of the content objectives that represent the district's core curricular programs for each grade level. Most students are expected to demonstrate proficiency of these objectives by the end of the school year. We believe that when the school and home form a partnership, our children will have the best opportunity to learn and succeed in school. We encourage parents to familiarize themselves with these objectives. If you have questions about your child's program, please contact your child's teacher or principal for more information.

## Fourth Grade Team

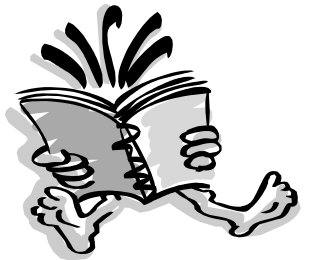
Mrs. Brock  
Mrs. Farina  
Mrs. Peil  
Mrs. Cravens~ Art  
Mrs. Randolph~ Music  
Mr. MacFarlane~ PE  
Mrs. Forristall~ Gifted Program  
Mrs. Harder-Resource  
Mrs. Mackay-Special Education

## Mission Statement

We believe that ALL students can be successful in school. It is the mission of Milne-Kelvin Grove School District 91 to provide a supportive environment for learning in which students acquire knowledge and skills, develop a healthy self-image, demonstrate positive social behaviors, as well as acknowledge and respect ethnic and cultural diversity. We expect students to become life-long learners and productive citizens.

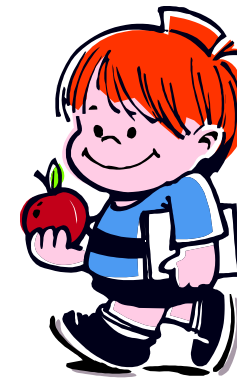
## Reading/Language Arts

- Apply knowledge of root words, prefixes, and suffixes to decode unknown words.
- Understand word derivations.
- Clarify word meaning using context clues and a variety of resources including glossaries and thesauruses.
- Use a dictionary to determine the appropriate meaning for multi-meaning words.
- Use information to form and refine questions and predictions.
- Make and support inferences and form interpretations about main themes and topics.
- Summarize and make generalizations from content of reading material.
- Establish purposes for reading, survey materials, ask questions, make predictions, connect, clarify and extend ideas.
- Identify structure (i.e. description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.
- Continuously check and clarify for understanding.
- Read age-appropriate material aloud with fluency and accuracy.
- Explain how authors and illustrators use art to express their ideas.
- Connect information presented in tables, maps and charts to printed or electronic text.
- Compare and contrast the content of reading selections.
- Identify simile.
- Identify personification.
- Identify alliteration.
- Describe how conflict is used in literature to create meaning.
- Identify the features of realistic fiction and plays.
- Respond to literary materials by making inferences, drawing conclusions and comparing to one's own experience, prior knowledge and other texts.
- Identify and explain themes that have been explored in literature from different societies and eras (as related to grade level curriculum).



- Relate literary work, character, setting and plot to current and historical events, people and perspectives.
- Identify and use subject-verb agreement.
- Identify and use helping and linking verbs.
- Identify and use verb phrases.
- Identify and use conjunctions.
- Identify and use compound sentences.
- Identify and use appropriate punctuation.
- Use commas in introductory words and phrases.
- Generate and organize ideas using a variety of planned strategies.
- Utilize the writing process.
- Establish central idea, organization, elaboration and unity in relation to purpose and audience.
- Expand ideas by using description, support and standard paragraph organization.
- Proofread for spelling, capitalization, punctuation and form.
- Edit and revise using contemporary technology and formats suitable for submission and/or publication.
- Compose narrative, expository and persuasive writings for a specified audience.
- Produce and format compositions for specified audiences using available technology.
- Demonstrate an understanding of the listening process by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.
- Ask and respond to questions related to oral presentations and messages in small and large group settings.
- Restate and carry out a variety of oral instructions.
- Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.
- Use speaking skills and procedures to participate in group discussions.
- Identify methods to manage or overcome communication anxiety and apprehension.
- Identify main verbal and nonverbal communication elements and strategies to maintain communications to resolve conflict.
- Formulate research and construct a basic research plan.
- Organize and integrate information from a variety of sources.
- Paraphrase written information from a variety of sources.

- Use shapes to express specific emotions.
- Use lines to express specific emotions.
- Create a drawing using shading to show light source.
- Create a drawing using texture and size relationship to show depth.
- Use one and two point perspective to show depth and maintain realism.
- Create lettering that expresses meaning and emotion.
- Draw a realistic portrait from a frontal view.
- Draw a realistic portrait from a profile view.
- Understand how technique sets the time period.
- Draw the human figure in proportion.
- Use perspective to make a two-dimensional work look three-dimensional.
- Identify works of art in their everyday world.
- Identify given significant visual images.
- Understand the function of an artist's work.
- Verbally create a story to tell what the picture is about.
- Recognize what a work of art tells about life in the time that it was created.



A copy of the *Illinois State Learning Standards* can be accessed via the Internet on the Illinois State Board of Education Home Page at <http://www.isbe.state.il.us/ils/> or by contacting the building principal.

- Classify musical sound sources into groups:
- Instrumental families
- Vocal range
- Solo/ensembles
- Read and interpret the traditional music notation of note:
- Values
- Letter names – Treble Clef lines E G B D F, spaces F A C E
- Sing or play acoustic or electric instruments demonstrating technical skill.
- Identify and describe the relationship between the arts and various environments (e.g., home, workplace, school, gallery).
- Describe how the arts function in commercial applications (e.g., mass media and product design).
- Identify and describe how the arts communicate the similarities and differences among various people, places and times.

# Art

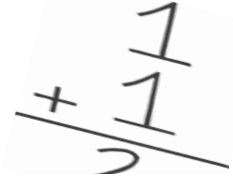


Given a select visual image, students will:

- Identify tertiary colors.
- Recognize highlights and shades of colors.
- Recognize complimentary colors.
- Identify unity.
- Identify emphasis.
- Discriminate between main focus point and other matter.
- Understand how choices of material and techniques create a mood.
- Use appropriate vocabulary when discussing techniques, materials and methods of the fine arts.
- Identify or demonstrate own creative printing process.
- Identify or demonstrate three-dimensional construction from various found objects.
- Demonstrate how to work with a variety of tools.
- Identify and demonstrate how to create balance in a three-dimensional work.
- Identify and demonstrate how to work with metal tooling.
- Demonstrate woodworking.

- Take accurate notes from a variety of sources.
- Determine the accuracy, currency and reliability of materials from various sources.
- Cite sources used (book/encyclopedia).
- Create a variety of print and non-print documents to communicate acquired information for specific audiences and purposes.
- Prepare and deliver oral presentations based on inquiry or research.

# Math



- Identify and compare place value of numbers, zero through millions.
- Read, write and compare whole numbers, zero through millions.
- Round whole numbers through hundred thousands.
- Identify Roman numerals through ten.
- Identify factors, quotients, dividends and divisors.
- Master addition and subtraction of multi-digit, multi-addends and their use in problem solving.
- Master division facts 0-10.
- Division with one-digit divisors.
- Identify and write equivalent fractions.
- Represent and write mixed numbers.
- Identify proper and improper fractions.
- Add fractions and mixed numbers with common denominators.
- Use concrete and pictorial models for multiplication and division.
- Use mental computation and estimation strategies.
- Describe the relationship between two sets of data using ratios and appropriate notations (e.g.,  $a/b$ ,  $a + b$ ,  $a:b$ ).
- Identify and make change through \$20.00.
- Read and represent time to the quarter hour.
- Calculate, compare and convert length, weight/mass and volume within the customary and metric systems.
- Solve addition, subtraction multiplication and division using currency.
- Calculate perimeter and area.
- Determine and communicate possible methods of estimating a given measure.

- Construct or draw figures with given perimeters and areas.
- Identify, describe, extend and create geometric and numeric patterns.
- Construct and solve number sentences using a variable to represent an unknown quantity.
- Understand and recognize the process that will solve the problem and write a number sentence to represent that process/problem.
- Identify, read, and extend repeating and continuing shape patterns.
- Analyze a geometric pattern and express the results numerically.
- Use and explain operations and number properties (commutative, associative, zero and equality).
- Solve linear equations involving whole numbers.
- Recognize names, draw and build physical models of shapes and solids.
- Identify and describe how geometric figures are used in practical settings (e.g., construction, art and advertising).
- Understand concepts of symmetry, congruency, area and perimeter.
- Formulate logical arguments about geometric figures and patterns and communicate reasoning.
- Organize and display data in tables, pictures, charts or graphs.
- Use a data set to identify mean and median with and without the use of technology.
- Make predictions based on given data.
- Determine appropriate methods of data collection.
- Interpret results and make relevant decisions based on the data gathered.
- Calculate the probability of a simple event.
- Compare the likelihood of events in terms of certain, more likely, less likely or impossible.

# Science

- Formulate questions on a specific science topic and choose the steps needed to answer the question.



- Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness.
- Monitor individual heart rate before, during and after physical activity with and without the use of technology.
- Set a personal health-related fitness goal.
- Accept responsibility for one's actions in group physical activities.
- Use identified procedures and safe practices without reminders during group physical activities.
- Work independently on tasks until completed.
- Work cooperatively with a partner or small group to reach a shared goal during physical activity.

# Music



Understand the sensory elements, organizational principles and expressive qualities of the arts.

- Tone color – distinguish different voices, instruments and other sounds.
- Harmony (e.g., ostinatos, counter melody, partner songs and rounds).
- Melody – recognize similar melody patterns: steps, leaps, repeats, shape, direction – upward/downward/up & down.
- Form (e.g., AB; ABA; verse/refrain; call/response; solo/chorus, rondo ABACA, theme and variation).
- Rhythm (e.g., explore patterns from notation, syncopation, even, uneven, same/different, repeated).
- Meter – 2,3 (e.g., notation, listening, strong/weak, strong beat using accents indicated by gestures).
- Dynamics – recognize difference in terms and how they affect music.
- Phrase – recognize and define like/unlike and short/long.
- Mode – major/minor.
- Understand how elements and principles combine within an art form to express ideas.

# Health

- Describe benefits of early detection and treatment of illness.
- Demonstrate strategies for the prevention and reduction of communicable and non-communicable disease.
- Describe and compare health safety methods that reduce the risks associated with dangerous situations.
- Describe how individuals and groups influence the health of individuals.
- Explain interrelationships between the environment and individual health.
- Identify basic body systems and their functions.
- Differentiate between positive and negative effects of health-related actions on body systems.
- Identify physical, mental, social and cultural factors affecting growth and development of children.
- Benefits of proper nutrition.
- Identify causes and consequences of conflict among youth.
- Demonstrate positive verbal and nonverbal communication skills.
- Describe key elements of a decision making process.
- Describe situations where refusal skills are necessary.
- Role-play to demonstrate avoidance of dangerous situations.

# Physical Education



- Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns..
- Identify the principles of movement.
- Identify and apply rules and safe procedures in physical activities..
- Describe the benefits of maintaining a health-enhancing level of fitness.

- Collect data for investigations using scientific process skills including observing, estimating and measuring.
- Construct charts and visualizations to display data.
- Use data to produce reasonable explanations.
- Report and display the results of individual and group investigations.
- Identify a design problem and propose possible solutions.
- Create and plan a procedure to address the problem identifying constraints.
- Build a prototype of the design using available tools and materials.
- Test the prototype using suitable instruments, techniques, and quantitative measurements to record data.
- Assess test results and the effectiveness of the design using given criteria and noting possible sources of error.
- Report test design, test process, and test results.
- Describe relationships among various organisms in their environments.
- Identify physical features of plants and animals that help them live in different environments.
- Describe and compare light and sound energy.
- Identify and explain natural cycles of the Earth's water and atmospheric systems.
- Describe and explain short-term and long-term interactions of the Earth's components.
- Identify and classify recyclable materials.
- Demonstrate ways to avoid injury when conducting science activities.
- Explain why similar investigations may not produce similar results.
- Explain why keeping accurate and detailed records is important..
- Explain how technology is used in science for a variety of purposes.
- Describe the effects on society of scientific and technological innovations.
- Identify and explain ways that science and technology influence the lives and careers of people.
- Compare the relative effectiveness of reducing, reusing, and recycling in actual situations.
- Identify and explain ways that technology changes ecosystems.
- Analyze how specific personal and societal choices that humans make affect local, regional and global ecosystems.

# Social Studies



## Introduction to Economics, General Study of Illinois, and Regions

- Explain the importance of fundamental concepts expressed and implied in major documents including the Illinois and United States Constitution. (Compare and contrast)
- Explain what government does at the local, state and national levels. (Identify what each of these levels does.)
- Describe and evaluate why rights and responsibilities are important to the individual, family, community, workplace, state and nation (e.g. voting, protection under the law).
- Identify the roles of civic leaders (e.g. elected leaders, public service leaders) (Tie into current topics {conservation})
- Explain how economic systems decide what goods and services are produced, how they are produced and who consumes them.
- Describe how income reflects choices made about education and careers.
- Describe unemployment.
- Identify factors that affect how consumers make their choices.
- Explain the relationship between the quantity of goods/services purchased and their price.
- Explain that when a choice is made, something else is given up.
- Describe the relationship between price and the quantity supplied of a good or service.
- Identify and explain examples of competition in the economy.
- Explain why people and countries voluntarily exchange goods and services.
- Describe the relationship among specialization, division of labor, productivity of workers and interdependence among producers and consumers.
- Explain how and why public goods and services are provided.
- Identify which public goods and services are provided by differing levels of government.
- (US) Describe significant economic events including industrialization, immigration, the Great Depression, the shift to a service economy and the rise of technology that influenced history from the industrial development era to the present. (From an economic standpoint.)
- (US) Describe the influences of key individuals and groups including Susan B. Anthony/suffrage, Jane Adams, Martin Luther King, Jr./civil rights, in the historical eras of Illinois and the United States.
- (US) Identify environmental factors that drew settlers to the state and region.
- (US) Identify individuals and events in the development of the conservation movement including John Muir, Theodore Roosevelt and the creation of the National Park System.
- (US) Describe environmental factors that influenced the development of transportation and trade in Illinois.
- (US) Describe how early settler in **Illinois** and the United States (5<sup>th</sup> grade) adapted to, used and changed the environment prior to 1818. (In Illinois ONLY)
- Identify the characteristics and purpose of geographic representations including maps, globes, graphs, photographs, software, digital images and be able to locate specific places using each. (Progressive in nature K-4)
- Compare the physical characteristics of places including soils, landforms, vegetation, wildlife, climate and natural hazards. (Region Study)
- Use maps and other geographic representations and instruments to gather information about people, places and environments. (Ongoing skill)
- Describe how physical and human processes shape spatial patterns including erosion, agriculture and settlement.
- Explain how physical and living components interact in a variety of ecosystems including desert, prairie, flood plain, forest and tundra.
- Explain how changes in components of an ecosystem affect the system overall.
- Describe how natural events in the physical environment affect human activities. (Through study of regions)
- Describe the relationship among location of resources, population distribution and economic activities (e.g. transportation, trade, communication).
- Explain how much human activity affects the environment.
- Identify different settlement patterns in Illinois and relate them to physical features and resources.
- Explain ways in which language, stories, folk tales, music, media and artistic creations serve as expressions of culture. **This will be covered during the K-8 cultural units in April.**