

## *Fine Arts*

### Visual Arts

- Identify in given artwork the 7 elements of art (line, space, form, color, value, texture, and space.)
- Incorporate the elements of art into student artwork.
- Using primary colors create secondary colors and use them in original artwork.
- Identify and use the illusion of space through perspective.
- Identify both symmetrical and asymmetrical balance in artwork.
- Begin to identify the principles of design in artwork (balance, movement, rhythm, contrast emphasis, pattern, and unity.)
- Discuss a variety of art careers and the materials they use to create artwork.
- Awareness that artwork can reflect a culture of a people.
- Demonstrate creativity in creating original artwork using a variety of materials and techniques.

### Music

- Identify orchestral instruments visually, distinguish between their sounds, and classify them (string, brass, wind, percussion.)
- Translate music notation accurately and count rhythm patterns with whole, half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meters.
- Play accurately simple melodies from a treble clef musical score on a flutophone, keyboard, and mallet instrument.
- Sing melodies on pitch.
- Distinguish between melody tones going upward or downward by steps or leaps or repeating in aural and written examples.
- Identify the meter in a musical example visually and aurally.
- Distinguish between steady beat and melodic rhythm in a given musical example.
- Translate basic Italian musical terms for tempo, dynamics, and articulations into English, and explain their use to express a musical idea.
- Use good form when playing a musical instrument (flutophone, keyboard, mallet instrument.)

## **Hillsboro Community School District No. 3**

### **Beckemeyer Elementary**

Principal: Zach Frailey  
1035 Seymour Avenue  
Hillsboro, IL 62049  
217/532-6994  
F 217/532-5153

## **Hillsboro Community School District No. 3**

## **LEARNING STANDARDS**

### **Coffeen Elementary**

Principal: Francine Luckett  
200 School Street  
Box 188  
Coffeen, IL 62017  
217/534-2314  
F 217/534-6088

## *4th Grade*



## *Learning Standards*

The Hillsboro school district has learning standards and benchmarks in place for all students.

The following 4th grade benchmarks represent a general outline of the content and skills taught.

They provide parents and teachers with a common set of expectations for what students should know and be able to do. When parents and teachers work together as partners in the education process the children will have the best opportunity to learn and succeed in school.

## *Language Arts*

- Read age appropriate material aloud with fluency & accuracy.
- Read & comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.
- Apply various reading strategies (make predictions, ask questions, visualize, find main ideas and details, infer, and synthesize) to improve understanding and fluency
- Identify structure (description, compare/contrast, cause & effect, sequence) of texts to improve comprehension.
- Connect information presented in a variety of formats (tables, charts, & maps) to printed text.
- Identify & describe literary elements & techniques (characterization, use of narration, theme, setting, plot, tone & conflict) to create meaning.
- Write paragraphs that include a variety of sentence types; use accurate spelling, capitalization & punctuation.
- Generate, organize & establish ideas used for planning & elaborating with a unified purpose (drafting, mapping, outlining.)
- Write for a variety of purposes in a variety of formats (narrative, expository & persuasive.)
- Present oral reports using appropriate language & grammatically correct delivery.
- Organize & integrate information from a variety of sources (books, library reference material, & websites) in a variety of ways.
- Demonstrate an understanding of the listening process (e.g. sender, receiver, message)
- Create a variety of print and non-print documents (posters, exhibits) to communicate acquired information.

## *Math*

- Demonstrate & apply knowledge & sense of numbers. (Computation of addition & subtraction – through 100,000, multiplication – 2-digit by 2-digit & division – 3-digit by 1-digit.)
- Identify, interpret, & explore relationships of whole number through hundred millions. (Place Value)
- Collect, organize, and analyze data using statistical methods & predict, interpret & communicate results. (Tables, charts, bar graphs, line graphs, circle graphs, line plot, stem & leaf, range, median, & mode.)
- Solve one & two-step problems involving, whole numbers using addition, subtraction, multiplication, & division. (Word Problems)
- Count compare, explore & solve problems using money. (Addition, Subtraction, Multiplication, & Division)
- Understand the geometric shapes & solving problems with points, lines, planes & space
- Explore, calculate, compare & convert length, perimeter, area & volume
- Explore, differentiate, identify & create geometric figures (Parallel, perpendicular, similar, congruent & line symmetry)
- Draw, name, & describe geometric figures patterns & relationships in multiple dimensions
- Identify & communicate possible methods for measuring & select proper units (liter, meter, and gram) & tools in both customary & metric systems.

## *Social Science*

- Read historical stories and determine events, which influenced America's independence & our governmental system.
- Compare the physical characteristics of places including soils, landforms, vegetation, wildlife, climate and natural hazards.
- Determine events that influenced the history of Illinois.
- Use maps and other geographic representation and instruments to gather information about people, places & environments
- Describe the various individual motives for settling in different regions of the United States.
- Explain what government does at local, state, and national levels.
- Describe and evaluate why rights and responsibilities are important to individuals within their community, state, and nation (voting, taxes, and rights under the law.)
- Explain what factors determine what goods and services are produced, how they are produced, who consumes them, and the impact of supply and demand (climate, resources, location, employment rate.)
- Explain how individuals contributed to economic change through ideas, inventions, and entrepreneurship.
- Explain ways in which language, stories, folktales, music, media, and artistic creations serve as expressions of culture.

## *Science*

- Construct charts, displaying the results of data from individual or group projects and prepare oral or written conclusions for peer review.
- Design and construct a prototype that will comply with specific criteria.
- Classify plants into two groups based on the way in which they reproduce.
- Classify animals into groups such as: vertebrates/invertebrates: carnivores/omnivores, herbivores, etc.)
- Construct parallel and series circuits and investigate the path of electricity in each.
- Examine how sound is detected in animals.
- Match examples and chemical properties to common substances.
- Explore how simple machines work.
- Analyze earth's land, water, and atmosphere as systems.
- Identify and explain natural cycles and patterns in the solar system.
- Use equipment and materials in a safe and proper manner when conducting a scientific investigation.

## *Physical Development*

- Identify activities that improve physical strength, endurance, flexibility and agility.
- Monitor heart rate before, during and after physical activity.
- Work cooperatively with a partner or small group in order to achieve a goal or complete a task.
- Explain relationship between a fitness activity and personal health.
- Define cooperative strategies in achieving a completed task and demonstrate such strategies.
- Demonstrate control of manipulating objects while performing locomotor or non-locomotor movements.
- Demonstrate ability to participate in physical activities with social respect to peers and respect to equipment.
- Eagerly participate in daily physical activities with concern toward personal health.
- Recognize the need for rules of a physical activity for structure and safety.

