

# GRADE 4

Invest in the Ultimate Future Technology...  
The Mind of a Child



**Booth Central School**  
Wilmington School District #209-U  
201 N. Kankakee St.  
Wilmington, Illinois 60481-1287

Dear Parents,

The Wilmington School District is dedicated to providing each student with a quality education. The mission of Booth Central School is to provide a nurturing environment in which students are offered the opportunity to learn the essential curriculum, which consists of the knowledge, skills and values that children need to become productive members of our society.

Our goals are to challenge students to reach their potential, to mature into lifelong learners and to become contributing members of the community. Parents play a significant role in achieving these goals. This guide was developed to familiarize parents with the skills taught at this grade level. Lifelong learning is the result of the combined efforts of the school, community, child, and family united for excellence in education. Please help us in making this goal of quality education a reality for your child.

Sincerely,  
Mr. Kevin Feeney  
Booth Central Principal



This booklet provided for you through the efforts of the Faculty and Staff of Booth Central School, Wilmington School District #209-U, Wilmington, Illinois  
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## Biological and Physical Science Outcomes

**It is our goal that students will be able to** –1.) identify and apply patterns, structures and other organizational concepts to the world; -2.) recognize and be able to differentiate between systems; -3.) identify processes of life and formulate conclusions based on information characterized by those processes; -4.) describe the interaction between two or more things, explain the influence they have upon each other, and assess that information as it applies to everyday life; -5.) identify and examine the relationship between the natural and technological worlds; -6.) distinguish between different types of natural resources and investigate society's responsibility for improving the environment situations; -7.) identify and describe the basic steps of the scientific method; -8.) report and organize observations, measurements, and methods of data collection; -9.) demonstrate the process of scientific methods to formulate conclusions; -10.) set up and operate scientific equipment.

### Concepts

- \* Identify and describe common characteristics of living and non-living things.
- \* Identify and describe the processes that help living things survive.
- \* Identify and describe the interdependence of organisms.
- \* Identify and describe characteristics of cells in different living things

### Scientific Processes, Techniques, Methods

- \* Conduct experiments following steps of scientific method.
- \* Use provided scientific equipment/materials properly to conduct experiments.

### Principles of Scientific Research

- \* Identify and describe steps of the scientific method;
- \* Recognizing and formulating a problem.
- \* Collecting data through observation & experimentation.
- \* Formulating & testing hypothesis.
- \* Verifying or rejecting the hypothesis in a written description.

### Social and Environmental Implications

- \* Identify and describe natural resources and human's use and abuse of the environment.

## Language Arts Outcomes

**It is our goal that students will be able to do the following in:**

**Reading** -1.) read for various purposes, identify text to accomplish each purpose, and recognize, recall, summarize, and predict; -2.) infer to achieve understanding and integrate information from more than one text; -3.) justify and explain answers to questions about material read.

**Listening** -1.) identify meaning of and sequence ideas from spoken messages; -2.) distinguish among different purposes in communication and different perspectives and point of view.

**Writing** -1.) use appropriate language and style in writing for a variety of purposes and audiences; -2.) develop and maintain a focus with a clear thesis, a main idea, theme of unifying event; use specific information or reasons to support and elaborate the main point; organize ideas in a clear, coherent, logical manner; and use standard written English conventions.

**Speaking** -1.) speak effectively for a variety of purposes using language appropriate to audience and setting; -2.) present ideas in an orderly manner, including an appropriate introduction, elaboration and conclusion; ideas must be developed and supported by appropriate materials.

**Literary Forms** –1.) identify the differences among poetry, drama, fiction, and works that manifest different cultures; -2.) analyze selected literary works and support conclusions with evidence.

**Language Evolution** –1.) demonstrate the use of language appropriate to the situation; -2.) demonstrate an understanding of the nature and use of language in non-print media.

### Literature/Reading

- \* Identify main idea/supporting details.
- \* Sequence.
- \* Make inferences/predictions
- \* Know grade-appropriate vocabulary
- \* Read a passage/story and answer questions pertaining to the story.
- \* Fluency
- \* Working with words

### Listening

- \* Follow verbal directions
- \* Respond appropriately to different kinds of oral communication.
- \* Correctly restate information given orally

### Writing

- \* Write expository, persuasive and narrative essays from a given prompt.
- \* Revise, edit, correct.
- \* Use both standard English and conventions.

### Speaking

- \* Participate in oral discussions/brainstorm ideas
- \* Tell a story in sequence
- \* Maintain focus on a central idea when speaking.
- \* Verbally state ideas clearly.
- \* Restate information orally.

## Mathematics Outcomes

**It is our goal that students will be able to** –1.) read, write, name and order numbers and number patterns; -2.) perform operations with numbers and apply properties of numbers and operations with and without calculators; -3.) translate word problems to mathematical expressions or sentences and apply computational and problem solving skills to solve the sentences with and without calculators; -4.) interpret, construct and solve ratios and proportions; -5.) estimate and apply selected measurement systems, instruments and techniques in various contexts using appropriate units; -6.) relate lengths, areas and volumes in common geometric figures; -7.) compare and/or convert units within one system and from one system to another; -8.) solve equations and inequations; -9.) understand and apply the various techniques of graphing; -10.) recognize geometric figures; -11.) apply geometric relationships; -12.) design and interpret tables, charts and/or graphs; -13.) make comparisons based on tables, charts and/or graphs; -14.) estimate answers for reasonableness; -15.) estimate and predict outcomes.

### Computational Skills

- \* Identify numbers by words, digits and place value
- \* Recognize place value through thousands and order numbers through thousands.
- \* Perform problems using addition, subtraction, multiplication and division with and without calculators.

### Ration & Percentages

- \* Compare equivalent fractions

### Algebra

- \* Solve for variable(s) in simple equations.
- \* Construct graphs from given information

### Geometry

- \* Identify geometric figures

### Data Collection & Analysis

- \* Interpret information using tables, graphs and charts.

### Estimation

- \* Estimation answers for reasonableness
- \* Estimate/predict probable answers.

### Measurement

- \* Use metric and standard units of measure.
- \* Demonstrate ability to choose/use appropriate instrument for measurement.
- \* Using formulas, calculate area, perimeter and/or volume of common geometric figures.

## Social Sciences Outcomes

**It is our goal that students will be able to** –1.) analyze the principles and concepts of American government, including Illinois, as expressed in major historical documents; -2.) analyze major events, trends, and movements, and interrelationships that have impacted on the history of the world, the United States and Illinois; -3.) analyze the contributions of significant men, women and subgroups of people in history; -4.) locate and discuss physical and cultural features and regions, using primary geographic tools.

### Political and Economic Systems

- \* Identify the three divisions and functions of American federal government
- \* Identify different leaders of federal, state and local governments.

### World Geography

- \* Identify physical features of regional America (e.g. land forms, climates, etc.)
- \* Interpret and use information from maps, graphs, and tables.
- \* Identify, locate and spell United States states and their capitals.

### Events, Personalities, Movements

- \* Identify significant events/people in history (emphasis on Illinois history).
- \* Use a time line to find information about significant events/people.

## **Physical Development and Health**

**It is our goal that students be able to:**

**Development, Structure, Functions of Human Body** –1.) Demonstrate an understanding of the immediate and long-term effects of exercise and lack of exercise on the body; -2.) demonstrate an understanding of the basic structures and functions of the body necessary for safe, improved and skillful physical performance.

**Nutrition, Exercise, Stress, Self-Concept** –1.) Discuss/apply principles of nutrition and exercise; -2.) discuss/apply concepts related to the management of stress and the development of positive self-image.

**Consumer Health and Safety** –1.) Demonstrate safety as related to equipment and services for physical activity; -2.) demonstrate safety procedures for a variety of situations; -3.) discuss health issues as related to the environment.

**Physical Fitness** –1.) Demonstrate basic physical skills and physical fitness; -2.) demonstrate basic skills of various games, activities and sports.

**Personal Fitness and Health** –1.) Develop/demonstrate a physical fitness program.

**Motor Activities** –1.) Create, perform and evaluate a combination of safe movement sequences for a variety of activities; -2.) demonstrate/discuss appropriate rules, strategies and skills for selected games, activities and sports.

**Basic Life-Saving Skills** –1.) Demonstrate life-safety and life-saving skills in a variety of situations.

Physical development and health instructors stress the following:

- \* Units on manipulatives such as sports, ball handling, jump roping and dance.
- \* Daily instruction in correct body movements to perform tasks safely and efficiently. Safety is always stressed, and the children learn the safety rules that go with each game, sport or activity.
- \* Learning to perform age-appropriate tasks.
- \* Learning about exercising and its effect on the cardiovascular system. Students actually learn how to take their heart rate. Each sport incorporates safe warm-up exercises. Flexibility, strength, coordination, balance and agility are covered. Students learn about harmful exercises.
- \* Learning about the safe use of the body and equipment.
- \* Learning about a variety of indoor and outdoor activities via units that teach required skills and assess those skills with performance and objective tasks.
- \* Perform several dances.

## **Music Outcomes**

**It is our goal that students be able to:** -1.) Know the language of music; -2.) understand how music is produced through creating and performing; -3.) understand the role of music in civilizations, past and present.

### **Identify Differences in Elements and Expressive Qualities**

- \* Tone color
- \* Melody
- \* Harmony
- \* Form
- \* Rhythm/meter
- \* Dynamics
- \* Expression of ideas

### **Classify Musical Sound Sources into Groups**

- \* Instrumental families
- \* Vocal ranges
- \* Solo/ensembles

### **Read and Interpret Traditional Music Notation**

- \* Note values
- \* Letter names

### **Create and Perform Music**

- \* Sing
- \* Play acoustic or electronic instruments
- \* Use a variety of musical styles from diverse cultures
- \* Understand processes involved in composing and conducting

### **Identify How Music Contributes to History, Society and Everyday Life**

- \* Home
- \* School
- \* Workplace
- \* Concerts
- \* Commercial applications
- \* Communicate similarities and differences among people, places and times

## Character Education

The Wilmington School District wants to ensure that values protecting human worth and dignity are understood and accepted by our students. A character education program is integrated into every area of the curriculum. The program emphasizes the values of:

- \* September-Kindness
- \* October-Helpfulness
- \* November-Courage
- \* December-Generosity
- \* January-Justice/Tolerance/Rights of Individuality
- \* February-Honesty
- \* March-Sound Use of Time & Talent
- \* April-Freedom of Choice
- \* May-Freedom of Speech

In addition to the monthly values, we have implemented Second Step: A Violence Prevention Curriculum. This engaging social and emotional learning program uses hands-on , activity-based lessons to help children gain language and communication skills while learning to identify feelings, solve problems, and get along with others.

## Instructional Technology Outcomes

As a result of their fourth grade schooling, students will be able to meet or exceed the state and national standards:

### Basic Operations and Concepts

- Correctly handles and stores removable storage media (floppy disk, CD-ROM).
- Refrains from touching the monitor screen.
- Keeps computer areas free from food and drink.
- Shows appropriate use of technology in the classroom.
- Uses application menu to move between open applications.
- Locates and retrieves prior work. Accesses files from external disk and/or network server.
- Uses home row on the computer proficiently (10 wpm).
- Uses input devices (e.g., headphone).
- Uses appropriate printing etiquette.
- Uses file transfer to move or copy data to different locations (removable storage media, file shared folders).
- Use a variety of media and technology resources for directed & independent learning activities across the curriculum.
- Log onto District Network

### Social, ethical, and human issues

- Knows the importance of giving credit to a source when using electronic data (e.g. text and graphics).
- Discuss software piracy
- Practices safety when involved with use of the Internet (e.g., personal information, privacy, security).
- Follows guidelines of AUP Policy

### Technology productivity tools

- Uses word processing application to create, print, and publish a variety of writing types including reports and letters.
- Cuts, copies, and pastes objects and/or text.
- Uses spell check to correct work.
- Appropriately formats punctuation in text (e.g. no space before comma, single space after comma, double space after period).
- Uses text alignment (justification) appropriately (e.g. center a title).
- Begins to use graphic organization software to prewrite documents.
- Uses graphic organization software to prewrite documents.
- Uses headers and footers appropriately.
- Uses prepared "hotlists" to gather information from the Internet.
- Uses the application menu to "multi-task" during research periods.
- Uses graphics to enhance products
- Inserts or imports an image (graphic object from clipart, CD, or the Internet) independently.
- Takes digital images using digital camera.
- Manipulates basic graphic formats (e.g PhotoDeluxe to JPG or PICT).
- Enters data and creates a chart from a simple spreadsheet.

### Technology communications tools

- Uses real-time Internet experiences to support curriculum (e.g. Quicktime video news, etc.)
- Where applicable, communicates with "keypals," experts, or authors using class/teacher e-mail account.
- Uses beginning multimedia tools to create an individual or group project.
- Animates graphics or text to enhance presentation.
- Adds prerecorded sounds and transitions to presentations
- Inserts graphics, photos, original sound files into presentations.

### Technology research tools

- Uses appropriate technology resources as needed for accessing curriculum information (e.g. CD ROM, DVD, print media).
- Understands the difference between subject and keyword searches.
- Uses an online periodical data base to access reference for a topic or current event (e.g. Worldbookonline, Google, Ask Jeeves, etc.)
- Use simple spreadsheet to calculate results or chart data

### Technology problem-solving and decision-making tools

- Preplans for a report or presentation using graphic organizers and timelines.
- Selects from a given set of search results for URLs appropriate to the task.
- Selects application software appropriate to the task or assignment.
- Develops a sense of task completion. (i.e knows when to stop adding elements to presentations).

