

STATE GOAL 26: Through creating and performing, understand how works of art are produced.

STATE LEARNING STANDARD	DISTRICT GRADE LEVEL CONTENT STANDARD	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>A. Understand processes, traditional tools and modern technologies used in the arts.</p>	<p>26.A.2e Visual Arts: Describe the relationships among media, tools/technology, and processes.</p> <p>26.A.2f Visual Arts: Understand the artistic processes of printmaking, weaving, photography, and sculpture.</p>	<p>Continue to recognize the various areas of the fine arts and the media and tools used to perform them.</p> <p>Create a wire sculpture.</p>		
<p>B. Apply skills and knowledge necessary to create and perform in one or more of the arts.</p>	<p>26.B.2d Visual arts: Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing.</p>	<p>Demonstrate a greater independence in solving and creating works of art using acquired knowledge and skills.</p>		

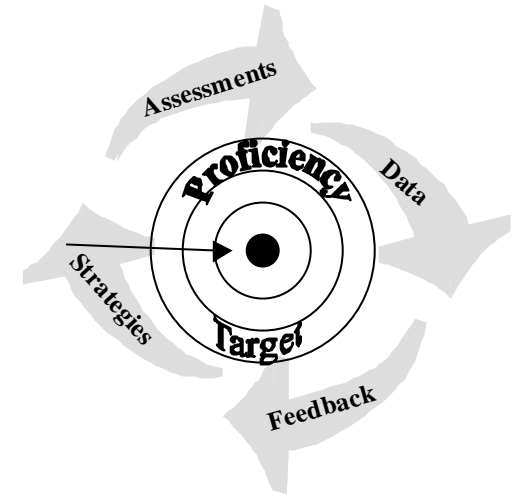
STATE GOAL 27: Understand the role of the arts in civilization, past and present.

STATE LEARNING STANDARD	DISTRICT GRADE LEVEL CONTENT STANDARD	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>A. Analyze how the arts function in history, society, and everyday life.</p>	<p>27.A.2a Identify and describe the relationship between the arts and various environments (e.g., home, school, workplace, theatre, gallery).</p> <p>27.A.2b Describe how the arts function in commercial applications (e.g., mass media and product design).</p>	<p>Continue to recognize the relationship of the various areas of the fine art(s) to our environment and how it affects our daily life.</p> <p>Recognize and reinforce the students understanding of how art is used in mass media and product design.</p>		
<p>B. Understand how the arts shape and reflect history, society, and everyday life.</p>	<p>27.B.2 Identify and describe how the arts communicate the similarities and differences among various people, places and times.</p>	<p>Recognize and discuss the similarities, differences, and contribution sin the art(s) of various cultures past and present.</p>		

LANGUAGE FOURTH GRADE

PROFICIENCY TARGET

The student will compose a written essay demonstrating integration of focus, support/elaboration, organization and conventions. The student will receive a score of 24 or higher out of 32 points on the 3rd grade ISAT rubric.



Language Arts – Fourth Grade

Curriculum Standard

Many more writing experiences will be provided along with advanced spelling and grammar expectations.

Chadwick School

Language Arts Fourth Grade

STATE GOAL 3: Write to communicate for a variety of purposes

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STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
A. Use correct grammar, spelling, punctuation, capitalization and structure.	3.A.2 Write paragraphs with appropriate sentence structure, correct spelling of appropriate high frequency words and accurate capitalization and punctuation.	The student will use the language text, DOL, District approved spelling programs, other resources, to communicate. <i>Writing experiences will be provided along with advanced spelling and grammar expectations.</i> <i>Five paragraph essays with all spelling correct.</i>	Word Walls 4-Square	All year
B. Compose well-organized and coherent writing for specific purposes and audiences.	3.B.2a Generate and demonstrate a variety of planning strategies (including story mapping, outlining, and drafting). 3.B.2b Establish the central idea, organization, elaboration and unity in relation to purpose and audience.	The student will use graphic organizers, the language text, various computer programs, non-fiction literature, and visual models to demonstrate writing strategies in final completed format. Same as above	Thinking Maps Read-Talk-Write strategy ISAT posters Practice with ISAT Rubric ISAT writing rubric Review and require writings of narrative, expository, and persuasive formats.	All year

STATE GOAL 3: CONTINUED

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STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>B. Compose well-organized and coherent writing for specific purposes and audiences.</p>	<p>3.B.2c Expand on the topic by using standard paragraph organization.</p> <p>3.B.2d Edit documents for subject and verb agreement, spelling, capitalization and punctuation</p>	<p>Through the use of graphic organizers, the language text, and visual model, the student will write an expository essay.</p> <p>Students will edit documents through peer conferencing and teacher/student discussion using a rubric.</p>	<p>4-Square</p>	<p>All year</p>
<p>C. Communicate ideas in writing to accomplish a variety of purposes.</p>	<p>3.C.2a Write for a variety of purposes and in a variety of forms, specifically expository and a friendly letter.</p> <p>3.C.2b Produce and format compositions using available technology.</p>	<p>The student will generate ideas through curriculum materials, books (fiction and non-fiction) field trips, personal experience, teacher prompts.</p> <p>The student will practice narrative, persuasive, and expository writings.</p> <p>Students will be provided opportunities to use technology to produce their compositions.</p>	<p>Penpals ISAT Rubric Illinois Research President research Interviewing Biography research</p> <p>Microsoft Word</p>	<p>All year</p>

MATHEMATICS FOURTH GRADE

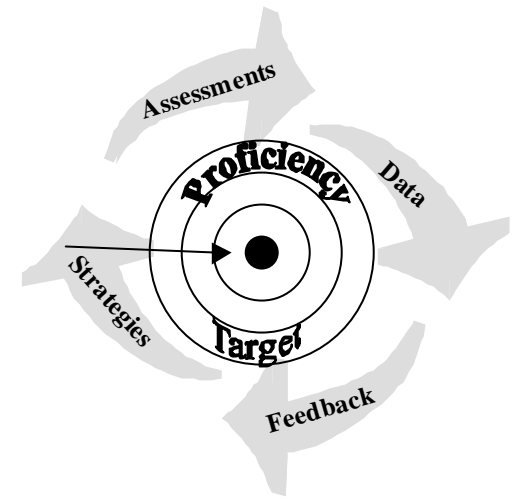
PROFICIENCY TARGET

4th grade students, when presented with real life situations, will use appropriate problem solving strategies and apply computation skills, using addition/subtraction with whole numbers and currency and using multiplication/division with whole numbers in a two-step problem. The student will demonstrate understanding by creating and solving a linear equation.

4th grade students, when presented with real life situations, will be able to collect, organize, display, analyze, and explain data using bar graphs, line graphs, and/or pictographs.

4th grade students, using customary and metric systems, will estimate, measure calculate, and communicate the perimeter and area of rectangles.

4th grade students will identify, compare, and analyze two dimensional geometric figures to determine congruency and symmetry with a score representing on grade level.



Mathematics Fourth Grade

STATE GOAL 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.

STATE LEARNING STANDARD	DISTRICT GRADE LEVEL CONTENT STANDARD	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>A. Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.</p> <p>Decimals 380-408</p> <p>Fractions 318-363</p>	<p>6.A.2 Compare and order whole numbers using concrete materials, drawings and mathematical symbols.</p> <p>NCTM STANDARD</p> <ul style="list-style-type: none"> ♦Understand the place-value structure of the base-ten number system and be able to represent and compare whole numbers. ♦Recognize equivalent representations for the same number and generate them by decomposing and composing numbers. ♦Develop understanding of fractions as parts of unit wholes, as parts of a collection, as locations on number lines, and as divisions of whole numbers. ♦Use models, benchmarks, and equivalent forms of commonly used fractions. ♦Describe classes of numbers according to characteristics such as the nature of their factors. ♦Understand the effects of multiplying and dividing whole numbers. 	<p>Using concrete objects, drawings of objects, math symbols (greater than, less than, equal), and number line compare and put in order whole numbers.</p> <p><i>Activities are restructured to make them more abstract and intellectually challenging. The focus is on developing critical and creative thinking skills through interdisciplinary connections with the district curriculum. The district curriculum will be compacted when appropriate.</i></p> <p>Show equivalent representations of a number by changing from one form to another form (e.g., standard form to expanded form).</p> <p>CURRICULUM STANDARD/EXPERIENCE</p>	<p>Text Manipulatives</p>	
<p>Mathematics – Fourth Grade</p>		<p>Differentiate how fractions are used (part of a whole, part of a set, location on a number line, and division of a whole number).</p> <p>Identify all the whole number factors of a composite number.</p> <p>Solve number sentences and word problems using addition and subtraction of fractions with unlike denominators.</p> <p>Solve number sentences and word problems using addition and subtraction of decimals.</p> <p>Select and use appropriate operation(s) and tool(s) mental math, pencil-and-paper, estimation, calculator, computer) to perform calculations on whole numbers according to the context and nature of the computation.</p> <p>Make change from a given amount using bills and coins.</p>	<p>Text Manipulatives Overhead Projector Measuring activities</p> <p style="text-align: center; font-size: 1.2em;">Chadwick School</p>	

STATE GOAL 6: CONTINUED

STATE LEARNING STANDARD	DISTRICT GRADE LEVEL CONTENT STANDARD	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>B. Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.</p>	<p>6.B.2 Solve one-step problems involving whole numbers using addition, subtraction, multiplication and division</p> <p>NCTM STANDARD ♦Identify and use relationships between operations, such as division as the inverse of multiplication, to solve problems. ♦Understand and use properties of operations, such as the distributivity of multiplication over addition.</p>	<p>Through using whole numbers problems where the student needs to: add (up to 4 digits), subtract (up to 4 digits), multiply (up to 2 digits times 3 digits), and divide (3 digits divided by 2 digits) where only one step is needed.</p> <p><i>Students will solve multi-step problems based on the four operations.</i></p>	<p>Computer practice</p>	
<p>C. Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.</p>	<p>6.C.2a Select and perform computational procedures to solve problems with whole numbers.</p> <p>6.C.2b Show evidence that computational results using whole numbers and fractions are correct and/or that estimates are reasonable.</p> <p>NCTM STANDARD ♦Develop fluency with basic number combinations for multiplication and division and use these combinations to mentally compute related problems, such as 30x50. ♦Develop and use strategies to estimate computations involving fractions and decimals in situations relevant to students' experience. ♦Use visual models, benchmarks, and equivalent forms to add and subtract commonly used fractions and decimals.</p>	<p>Given various problems (adding, subtracting, multiplying, and dividing) the students will select and perform computations utilizing: pencil and paper, mental math, or calculators</p> <p>Determining mentally by using appropriate rounding methods reasonable answers in adding, subtracting, multiplying, and dividing problems.</p>	<p>Daily Math (ADD) Four Steps 1. What is the question? 2. How can you find the answer? 3. Work and find the answer. 4. Is the answer correct and does it make sense?</p> <p>Computer programs (drill & practice) Flash cards Games Daily Math practice Card games</p>	

D. Solve problems using comparison of quantities, ratios, proportions and percents	NCTM STANDARD ♦Recognize and generate equivalent forms of commonly used fractions, decimals, and percents.			
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STATE GOAL 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.

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STATE LEARNING STANDARD	DISTRICT GRADE LEVEL CONTENT STANDARD	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
A. Measure and compare quantities using appropriate units, instruments and methods.	<p>7.A.2a Calculate, compare and convert length, perimeter, and area within the customary and metric systems.</p> <p>7.A.2b Solve addition and subtraction using currency.</p> <p>NCTM STANDARD ♦Understand such attributes as length, area, weight, volume, and size of angle and select the appropriate type of unit for measuring each attribute. ♦Carry out simple unit conversions, such as from centimeters to meters, within a system of measurement. ♦Understand that measurements are approximations and understand how differences in units affect precision. ♦Explore what happens to measurements of a two-dimensional shape such as its perimeter and area when the shape is changed in some way.</p>	<p>Using one foot ruler, yard stick, and meter stick, measure common objects. Determine the area by counting the number of square units in an object.</p> <p>Given a variety of pennies, nickels, dimes, quarters, one dollar bill, five dollar bills, ten dollar bills, and twenty dollar bills, the student will add and subtract amounts under one hundred dollars.</p>	Textbook	2-3rd Quarter
B. Estimate measurements and determine acceptable levels of accuracy.	<p>7.B.2a Determine and communicate possible methods for estimating a given measure, selecting proper units in both customary and metric systems.</p> <p>NCTM STANDARD ♦Develop strategies for estimating the perimeters, areas, and volumes of irregular shapes.</p>	<p>Given a common object (e.g. book or pencil) or a common distance (e.g. length of the floor of the classroom) be able to make a logical estimation of its length using either customary or metric units and justify that estimation.</p>	<i>Measuring instruments/Parts of body</i>	

STATE GOAL 7: CONTINUED

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STATE LEARNING STANDARD	DISTRICT GRADE LEVEL CONTENT STANDARD	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
C. Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.	7.C.2a Describe relationships in a simple scale drawing. NCTM STANDARD ♦Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, and the size of angles. ♦Develop, understand, and use formulas to find the area of rectangles and related triangles and parallelograms.	Through using a simple scale drawing be able to tell which objects are: the same size, bigger, and smaller.	Social Studies materials	

STATE GOAL 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.

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STATE LEARNING STANDARD	DISTRICT GRADE LEVEL CONTENT STANDARD	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
A. Describe numerical relationships using variables and patterns.	<p>8.A.2a Identify and extend geometric and numeric patterns.</p> <p>8.A.2b Solve number sentences using a variable to represent an unknown quantity.</p> <p>NCTM STANDARD Describe, extend, and make generalizations about geometric and numeric patterns</p>	<p>Given a geometric pattern or numeric pattern, the student will identify and then extend the pattern to the next element.</p> <p>Given a number sentence where adding, subtracting, multiplying, or dividing is required the student will solve the problem where one of the unknown quantities is represented by a variable (e.g. X or N).</p>	<p>Pattern blocks Daily Math Text</p>	1 st Quarter
C. Solve problems using systems of numbers and their properties.	<p>8.C.2 Explain operations and number properties including commutative, associative, zero, and equality.</p> <p>NCTM STANDARD ♦Represent and analyze patterns and function, using words, tables, and graphs ♦Express mathematical relationships using equations. ♦Model problem situations with objects and use representations such as graphs, tables, and equations to draw conclusions.</p>	<p>Through basic math problems, the students will show that the order of the addends does not affect the sum; that 0 plus any number is that number; that 1 times any number is that number; that 0 times any number is 0; and that numbers can be grouped in any manner without affecting the sum.</p>	<p>Reading, Math, Social Studies, Science Texts</p>	All Year
C. Solve problems using systems of numbers and their properties	<p>NCTM STANDARD ♦Identify such properties as commutativity, associativity, and distributivity and use them to compute with whole numbers. ♦Express mathematical relationships using equations. ♦Investigate how a change in one variable relates to a change in a second variable.</p>	<p>Through basic math problems, the students will show that the order of the addends does not affect the sum; that 0 plus any number is that number; that 1 times any number is that number; that 0 times any number is 0; and that numbers can be grouped in any manner without affecting the sum.</p>		

STATE GOAL 8: CONTINUED

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STATE LEARNING STANDARD	DISTRICT GRADE LEVEL CONTENT STANDARD	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>D. Use algebraic concepts and procedures to represent and solve problems.</p>	<p>8.D.2 Solve linear equations involving whole numbers.</p> <p>NCTM STANDARD ♦Identify and describe situations with constant or varying rates of change and compare them.</p>	<p>Through equations that involve adding, subtracting, multiplying, or dividing with whole numbers the student will solve them.</p> <p><i>Activities are restructured to make them more abstract and intellectually challenging. The focus is on developing critical and creative thinking skills through interdisciplinary connections with the district curriculum. The district curriculum will be compacted when appropriate.</i></p>		

STATE GOAL 9: Use geometric methods to analyze categorize and draw conclusions about points, lines, planes and space.

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STATE LEARNING STANDARD	DISTRICT GRADE LEVEL CONTENT STANDARD	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
A. Demonstrate and apply geometric concepts involving points, lines, planes and space.	9.A.2c Describe and draw representations of patterns, symmetries, and designs in two dimensions with and without technology NCTM STANDARD ♦Identify and build a three-dimensional object from two-dimensional representations of that object. ♦Identify and draw a two-dimensional representation of a three-dimensional object.	By using a sheet of paper, the student will draw or construct symmetrical patterns. By using a computer program and/or manipulative, the student will be able to construct symmetrical patterns.		3 rd Quarter
B. Identify, describe, classify and compare relationships using points, lines, planes and solids.	9.B.2 Compare geometric figures and determine their properties including. NCTM STANDARD ♦Identify, compare, and analyze attributes of two-and three-dimensional shapes and develop vocabulary to describe the attributes. ♦Classify two-and three-dimensional shapes according to their properties and develop definitions of classes of shapes such as triangles and pyramids. Find the distance between points along horizontal and vertical lines of a coordinate system. ♦Describe a motion or a series of motions that will show that two shapes are congruent.	Through study of figures, the student will make comparisons using geometric terms.		

STATE GOAL 9: CONTINUED.

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STATE LEARNING STANDARD	DISTRICT GRADE LEVEL CONTENT STANDARD	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
C. Construct convincing arguments and proofs to solve problems.	NCTM STANDARD <ul style="list-style-type: none">♦Investigate, describe, and reason about the results of subdividing, combining, and transforming shapes.♦Make and test conjectures about geometric properties and relationships and develop logical arguments to justify conclusions.♦Predict and describe the results of sliding, flipping, and turning two-dimensional shapes.♦Create and describe mental images of objects, patterns, and paths.♦Use geometric models to solve problems in other areas of mathematics, such as number and measurement.♦Recognize geometric ideas and relationships and apply them to them to other disciplines and to problems that arise in the classroom or in everyday life.		Manipulatives	

STATE GOAL 10: Collect organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.

(HAPP in italics)

STATE LEARNING STANDARD	DISTRICT GRADE LEVEL CONTENT STANDARD	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>A. Organize, describe and make predictions from existing data.</p>	<p>10.A.2a Organize and display data using pictures, tallies, tables, bar graphs, and line graphs.</p> <p>10.A.2c Make predictions based on data and communicate their reasoning.</p> <p>NCTM STANDARD</p> <ul style="list-style-type: none"> ♦Describe the shape and important features of a set of data and compare related data sets, with an emphasis on how the data are distributed. ♦Use measures of center, focusing on the median, and understand what each does and does not indicate about the data set. ♦Compare different representations of the same data and evaluate how well each representation shows important aspects of the data. 	<p>Through given data, the student will organize and display the data using pictures, tallies, tables, bar graphs, and line graphs.</p> <p>Through a given series of numbers, the student will be able to make predictions and explain the predictions.</p>	<p>Reading, Science, Social Studies, and Math text.</p> <p>Newspapers and magazines</p>	

STATE GOAL 10: CONTINUED

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STATE LEARNING STANDARD	DISTRICT GRADE LEVEL CONTENT STANDARD	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>B. Formulate questions, design data collection methods, gather and analyze data and communicate findings.</p>	<p>10.B.2a Formulate questions of interest to systematically collect data.</p> <p>10.B.2b Collect, organize and display data using tables, bar graphs, and charts.</p> <p>10.B.2d Interpret results based on the data gathered.</p> <p>NCTM STANDARD</p> <ul style="list-style-type: none"> ♦Design investigations to address a question and consider how data-collection methods affect the nature of the data set. ♦Collect data using observation, surveys, and experiments. ♦Represent data using tables and graphs such as line plots, bar graphs, and line graphs. ♦Recognize the differences in representing categorical and numerical data. ♦Describe the shape and important features of a set of data and compare related data sets, with an emphasis on how the data are distributed. ♦Use measures of center, focusing on the median, and understand what each does and does not indicate about the data set. 	<p>Through creating questions that will collect the needed data to answer a given question.</p> <p>Given a topic (e.g. favorite lunch foods), the student will collect data, organize it, and make a display using some of these: tables, bar graphs, and charts.</p> <p><i>Students will construct and interpret pie graphs.</i></p> <p>Through the interpretation of the results of data that have been gathered.</p>		<p>1st and 2nd Quarter</p>
<p>C. Determine, describe and apply the probabilities of events.</p>	<p>10.C.2b Compare the likelihood of events.</p>	<p>Through the use and study of spinners, the student will determine the probability of two events occurring in terms of: both having equal chances or one event is more likely to occur than the other.</p>	<p>M & M probability lesson</p>	<p>2nd Quarter</p>

Physical Education and Health Fourth Grade

STATE GOAL 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
B. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.	19.A.2 Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns	To maintain possession of equipment or space during multiple-task activities that include changing directions or levels.		
A. Analyze various movement concepts and applications.	19.B.2 Identify the principles of movement (e.g., absorption and application of force, equilibrium).	To use the principles of movement during skill tasks and games.		
B. Demonstrate knowledge of rules, safety, and strategies during physical activity.	19.C.2a Identify and apply rules and safety procedures in physical activities. 19.C.2b Identify offensive, defensive and cooperative strategies in selected activities and games.	Be able to play without verbal or physical abuse to another player. Be able to recognize and work with teammates.		

STATE GOAL 20: *Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.*

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<ul style="list-style-type: none"> Know and apply the principles and components of health-related fitness. 	<p>20.A.2a Describe the benefits of maintaining a health-enhancing level of fitness.</p> <p>20.A.2b Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness.</p>	<p>To understand that physical activity helps one feel stronger, both mentally and physically.</p> <p>The student will be evaluated for fitness and will participate in activities to sustain and improve levels of fitness</p>	<p>Presidential Physical Fitness Test</p>	
<p>B. Assess individual fitness levels.</p>	<p>20.B.2a Monitor individual heart rate before, during, and after physical activity, with and without the use of technology.</p>	<p>To be able to check for an increased heart rate with the carotid artery pressure point.</p> <p>Use pulse sticks or devices to check pulse rate. Compare to their own manual reading. Check each target heart rate.</p>	<p>Pulse Meters</p> <p>Target Pulse rate Chart</p>	
<p>C. Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.</p>	<p>20.C.2a Set a personal health-related fitness goal.</p> <p>20.C.2b Demonstrate the relationship between movement and health-related fitness components (e.g., running/cardio-respiratory, tug-of-war/strength).</p>	<p>Be able to walk-run $\frac{3}{4}$ mile.</p> <p>Through movement, increase strength and flexibility.</p>		

STATE GOAL 21: *Develop team-building skills by working with others through physical activity.*

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<ul style="list-style-type: none"> Demonstrate individual responsibility during group physical activities. 	<p>21.A.2a Accept responsibility for their own actions in group physical activities.</p> <p>21.A.2b Use identifies procedures and safe practices without reminders during group physical activities.</p>	<p>To be able to demonstrate responsibility for their own actions during group activities.</p> <p>To be able to “play safe” during group activity.</p>		
<p>A. Demonstrate cooperative skills during structured group physical activity.</p>	<p>21.B.2 Work cooperatively with a partner or small group to reach a shared goal during physical activity.</p>	<p>To be able to work with others to accomplish a goal.</p>		

STATE GOAL 22: *Understand principles of health promotion and the prevention and treatment of illness and injury.*

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>A. Explain the basic principles of health promotion, illness prevention, and safety.</p>	<p>22.A.2a Describe benefits of early detection and treatment of illness.</p> <p>22.A.2b Demonstrate strategies for the prevention and reduction of communicable and non-communicable disease (e.g., practicing cleanliness, making healthy food choices, understanding the importance of immunizations and regular health screenings).</p> <p>22.A.2c describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).</p>	<p>To practice basic hygiene and “good health manners”.</p> <p>To show comprehension of basic safety practices for continued good health.</p>	<p>Dentist Guest Speaker</p> <p>Discuss healthy Eating</p>	
<p>B. Describe and explain the factors that influence health among individuals, groups, and communities.</p>	<p>22.B.2 Describe how individuals and groups influence the health of individuals (e.g., peer pressure media and advertising).</p>	<p>To be able to recognize peer pressure and other influences on decision-making.</p>		
<p>C. Explain how the environment can affect health.</p>	<p>22.C.2 Explain interrelationships between the environment and individual health (e.g., pollution and respiratory problems, sun and skin cancer).</p>	<p>To verbalize how the environment impacts our life.</p>	<p>Pollution/ Environmental</p>	

STATE GOAL 23: *Understand human body systems and factors that influence growth and development.*

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
A. Describe and explain the structure and functions of the human body systems and how they interrelate.	23.A.2 Identify basic body systems and their functions (e.g., circulatory, respiratory, nervous).			
B. Explain the effects of health-related actions on the body systems.	23.B.2 Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, diet).	To demonstrate knowledge of good health practices.		
C. Describe factors that affect growth and development.	23.C.2a Identify physical, mental, social and cultural factors affecting growth and development of children (e.g., Nutrition, self-esteem, family, and illness).			

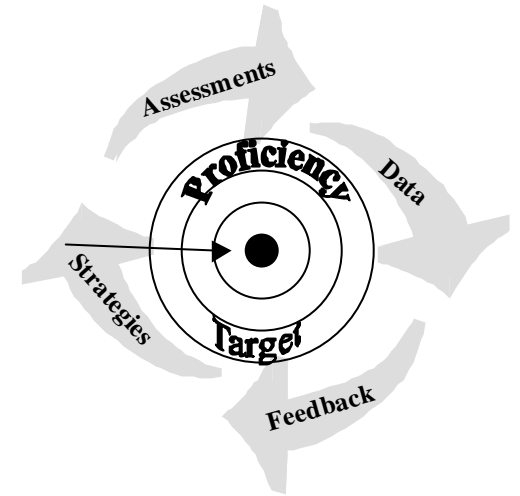
STATE GOAL 24: *Promote and enhance health and well being through the use of effective communication and decision-making skills.*

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.	<p>24.A.2a Identify causes and consequences of conflict among youth.</p> <p>24.A.2b Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).</p>	<p>To use positive resolution techniques in solving conflicts.</p> <p>To be kind with words and actions.</p>	<p>Guest Speaker on Bullying</p> <p>Riverview Guest Speaker</p>	
B. Apply decision-making skills related to the protection and promotion of individual health.	24.B.2 Describe key elements of a decision-making process.	To understand the importance of communication.	Listening/ Speaking Unit	
C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.	24.C.2 Describe situations where refusal skills are necessary (e.g., pressure to smoke, use alcohol and other drugs, join gangs; physical abuse and exploitation).			

READING FOURTH GRADE

PROFICIENCY TARGET

By the end of 4th grade, the student will be able to independently read selected text at the fourth grade level. Following the reading, the student will respond to a variety of written questions dealing with making inferences and generalizations, and comparing and contrasting the content and organization with a score representing on grade level.



Reading – Fourth Grade

Curriculum Standard

The challenge activities throughout the district reading series along with additional vocabulary development activities and the addition of more advanced novels/chapter books.

Chadwick School

Reading Fourth Grade

STATE GOAL 1: Reading with understanding and fluency.

HAPP in italics

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
A. Apply word analysis and vocabulary skills to comprehend selections.	1.A.2a Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.	In the study of Spelling, Language Arts, Reading, Science, and Social Studies, the student will use word analysis skills to recognize and comprehend unfamiliar words. <i>Challenge activities are used throughout the district reading series along with additional vocabulary development activities. More advanced novels and chapter books are used</i>		All year
	1.A.2b Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.	In the study of these areas, the student will clarify word meanings through the use of thesauruses, glossaries, and dictionaries.	Dictionaries and thesaurus Word Walls Vocabulary booklets	
B. Apply reading strategies to improve understanding and fluency.	1.B.2a Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.	Children will use SQRRR (Survey, Question, Read, Recite, Review) in nonfiction material.	<i>Reading Renaissance/Accelerated Reader</i>	All year
	1.B.2c Continuously check and clarify for understanding (e.g., in addition to previous skills, clarify terminology, seek additional information).	Through DRTA (Directed Reading and Thinking Activities), the student will monitor their reading for understanding.	Reader's Workshop Silent sustained Reading <i>Literature journals responding to questions based on Bloom's taxonomy of higher level thinking skills</i>	
	1.B.2d Read age-appropriate material aloud with fluency and accuracy.	Students will read age-appropriate material orally with increasing fluency. <i>Literature will be selected commensurate with STAR Test scores.</i>	Accelerated Reader Poetry Books	

Reading – Fourth Grade

Curriculum Standard

The challenge activities throughout the district reading series along with additional vocabulary development activities and the addition of more advanced novels/chapter books.

Chadwick School

STATE GOAL 1: CONTINUED

HAPP in italics

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>C. Comprehend a broad range of reading materials.</p>	<p>1.C.2a Use information to form and refine questions and predictions.</p>	<p>Using text, novels, weekly news magazines, and newspapers, students will formulate questions and support predictions.</p> <p><i>Literature is selected commensurate with STAR Test.</i></p>	<p>News Magazines Freeport Journal Standard Cloze stories Kids Discover Magazine</p>	<p>2nd Semester</p>
	<p>1.C.2b Make and support inferences and form interpretations about main themes and topics.</p>	<p>Using FACT/INFERENCE chart, students will complete chart as a group or individually.</p>		
	<p>1.C.2c Compare and contrast the content and organization of selections and outlining.</p>	<p>Using graphic organizers (Venn Bubble, Story Mapping), students will compare and contrast novels and text.</p> <p><i>Students compare and contrast their reading selections in their journal discussions. Journals are evaluated with a rubric.</i></p>		
	<p>1.C.2d Summarize and make generalizations from content and relate to purpose of material.</p>	<p>Using graphic organizers and story mapping, students will retell storyline from novels, text, and news articles</p>		

Reading – Fourth Grade

Curriculum Standard

The challenge activities throughout the district reading series along with additional vocabulary development activities and the addition of more advanced novels/chapter books.

Chadwick School

STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.

HAPP in italics

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
A. Understand how literary elements and techniques are used to convey meaning.	<p>2.A.2b Describe how literary elements (e.g., theme, character, setting, plot, tone, conflict) are used in literature to create meaning.</p> <p>2.A.2c Identify definitive features of literary forms (e.g., realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary form).</p>	<p>Students will develop an understanding of the text by identifying literary elements.</p> <p>Through novels and other texts, students will identify forms of literature.</p> <p><i>The challenge activities are used throughout the district reading series along with additional vocabulary development activities. More advanced novels and chapter books are used.</i></p>	<p><u>Improving Reading</u> A handbook of strategies by Johns & Lenski</p> <p>Novels</p>	All year
B. Read and interpret a variety of literary works.	<p>2.B.2a Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts.</p> <p>2.B.2c Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.</p>	<p>Through the use of reading texts and novels, students will draw conclusions and make inferences.</p> <p>The students will identify similarities and differences between text and current or historical events.</p>	<p>Novels</p> <p>Time Newspaper News Magazine Trade books related to topic</p>	All year

Reading – Fourth Grade

Curriculum Standard

The challenge activities throughout the district reading series along with additional vocabulary development activities and the addition of more advanced novels/chapter books.

Chadwick School

STATE GOAL 4: Listen and speak effectively in a variety of situations.

HAPP in italics

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
A. Listen effectively in formal and informal situations.	<p>4.A.2a Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.</p> <p>4.A.2b Ask and respond to questions related to oral presentations and messages in small and large group settings.</p> <p>4.A.2c Restate and carry out a variety of oral instructions.</p>	<p>Utilizing videos, listening tapes, and presentations, students will summarize and paraphrase the spoken message in either oral or written form. <i>Opportunities are provided for self-evaluation.</i></p> <p>In any given presentation, students will ask and answer questions appropriately.</p> <p>Students will repeat orally and/or write directions given by the instructor and carry them out.</p>	<p>Reading series audio tapes Books on tape</p> <p>Speakers Field trips</p> <p>Daily assignments</p>	All year
B. Speak effectively using language appropriate to the situation and audience.	<p>4.B.2a Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.</p> <p>4.B.2b Use speaking skills and procedures to participate in-group discussions.</p>	<p>Students will relay information to their peers orally in an appropriate manner from information obtained in Science, Social Studies, Reading, and other content areas.</p> <p>Through oral reports and classroom discussions, students will be able to speak and respond appropriately.</p>	<p>Author's Chair Books on tape English Chapter 2 Aesops Fables</p> <p><i>Living biographies project</i> <i>Power Point presentations</i></p>	<p>All Year</p> <p>All year</p>

Reading – Fourth Grade

Curriculum Standard

The challenge activities throughout the district reading series along with additional vocabulary development activities and the addition of more advanced novels/chapter books.

Chadwick School

STATE GOAL 4: CONTINUED

HAPP in italics

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
B. Speak effectively using language appropriate to the situation and audience (continued)	4.B.2c Identify methods to manage or overcome communication anxiety and apprehension (e.g., topic outlines, repetitive practice).	Using thinking maps, note cards, and practice, students will become organized and mentally prepared for oral presentations.		All Year
	4.B.2d Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.	Using conflict resolution, students will become aware of verbal and nonverbal communication.		All year

Reading – Fourth Grade

Curriculum Standard

The challenge activities throughout the district reading series along with additional vocabulary development activities and the addition of more advanced novels/chapter books.

Chadwick School

STATE GOAL 5: Use the language arts to acquire, assess and communicate information.

HAPP in italics

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.	5.A.2a Formulate questions and construct a basic research plan. 5.A.2b Organize and integrate information from a variety of sources (e.g. books, interviews, library reference materials, websites, CD/ROM's).	Students will plan their reports utilizing graphic organizers, thinking maps, and/or outlining. Students will develop written and/or oral reports using more than one source of information. <i>Research reports require three sources with bibliography. Weekly conference with student; note taking skills taught.</i>	Internet: Search Sources Professional people Library Computer Social Studies Reports Writing Books	3 rd quarter
B. Analyze and evaluate information acquired from various sources.	5.B.2b Cite sources used.	Students will cite source giving author's last name, first name; <u>Book Title</u> ; page # if required.		4 th quarter
C. Apply acquired information, concepts and ideas to communicate in a variety of formats.	5.C.2a Create a variety of print and non-print documents to communicate acquired information for specific audiences and purposes. 5.C.2b Prepare and deliver oral presentations based on inquiry or research.	Using the fine arts (drama, music, art, and/or dance) and letter writing skills, students will communicate their ideas and acquired concepts. Same as above.	Reading series songs on tape Readers Theater Pen Pals Science Research Project	2 nd quarter

Reading – Fourth Grade

Curriculum Standard

The challenge activities throughout the district reading series along with additional vocabulary development activities and the addition of more advanced novels/chapter books.

Chadwick School

Reading – Fourth Grade

Curriculum Standard

The challenge activities throughout the district reading series along with additional vocabulary development activities and the addition of more advanced novels/chapter books.

Chadwick School

Science Fourth Grade

STATE GOAL 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
A. Know and apply the concepts, principles and processes of scientific inquiry.	<p>11.A.2a Formulate questions on a specific science topic and choose the steps needed to answer the questions.</p> <p>11.A.2b Collect data for investigations using scientific process skills including observing, estimating and measuring.</p> <p>11.A.2c Construct charts and visualizations to display data.</p> <p>11.A.2d use data to produce reasonable explanations.</p> <p>11.A.2e Report and display the results of individual and group investigations.</p>	<p>Through the study of food chains, food webs, and plant and animal life cycles, the student will develop applicable questions and theories, conduct scientific experiments according to specific procedures, predict outcomes, make and record observations, collect, record and arrange data for verbal and visual presentations, and compare and explain similarities and differences in the results of like investigations.</p> <p><i>11.A.2a In order to make first-hand discoveries second nature for our students, additional text sources supplement, enhance, and extend the district's contend standards for science. The materials offer hands-on activities, with a focus on the scientific method; data collection, and organizing, recording, and interpreting data; scientific concepts and critical thinking skills are emphasized.</i></p>	<p>Life Cycle of the butterfly</p> <p>Inquiry activities - Making Science a Verb activities</p> <p>Text Module B</p> <p>Crater Experiments</p> <p><i>Experimenting with volcanoes</i></p> <p><i>Erosion Experiment</i></p> <p><i>11.A.2e "Data Logs" through which students make predictions, record observations, and draw conclusions components. Rubrics accompany the Log assignments.</i></p>	

Science – Fourth

Curriculum Standard:

In order to make first hand discoveries second nature for our students, additional text sources supplement, enhance, and extend the district's contend standards for science. The materials offer hands-on activities, with a focus on the scientific method; data collection, and organizing, recording, and interpreting data; and emphasizes scientific concepts through critical thinking skills.

Chadwick School

STATE GOAL 11: CONTINUED

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
B. Know and apply the concepts, principles and processes of technological design.	11.B.2a Identify a design problem and propose possible solutions.	Through the study of electricity, the student will be able to distinguish between complete and incomplete circuits, the student will also be able to build a complete circuit with given materials.	Electronic Experiment Internet	

Science – Fourth

Curriculum Standard:

In order to make first hand discoveries second nature for our students, additional text sources supplement, enhance, and extend the district's content standards for science. The materials offer hands-on activities, with a focus on the scientific method; data collection, and organizing, recording, and interpreting data; and emphasizes scientific concepts through critical thinking skills.

Chadwick School

STATE GOAL 12: *Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.*

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
A. Know and apply concepts that explain how living things function, adapt and change.	12.A.2a Describe simple life cycles of plants and animals and the similarities and differences in their offspring. 12.A.2b Categorize features as either inherited or learned (e.g. flower color or eye color is inherited; language is learned).	Through the study of germination, growth, and seed development of pea plants. Discussion of family traits versus learned behavior within the body systems unit.	Effect of saltwater on plants A vine through time Adaptations Social Studies Chapter 2	
B. Know and apply concepts that describe how living things interact with each other and with their environment.	12.B.2a describe relationships among various organisms in their environments (e.g. predator/prey, parasite/host, food chains and food webs). 12.B.2b Identify physical features of plants and animals that help them live in different environments (e.g. specialized teeth for eating certain foods, thorns for protection, insulation for cold temperature).	Through a unit- "Saving the Environment" Through the study of adaptations of plants and animals for survival of the species.	Structure of the universe- Science Module A Study of ecology How animals live in the three spheres of Earth Internet	

Science – Fourth

Curriculum Standard:

In order to make first hand discoveries second nature for our students, additional text sources supplement, enhance, and extend the district's content standards for science. The materials offer hands-on activities, with a focus on the scientific method; data collection, and organizing, recording, and interpreting data; and emphasizes scientific concepts through critical thinking skills.

Chadwick School

STATE GOAL 12: CONTINUED

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>F. Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.</p>	<p>12.F.2a Identify and explain natural cycles and patterns in the solar system (e.g. order of the planets; moon phases; seasons as related to Earth's tilt, one's latitude, and where Earth is in its yearly orbit around the sun).</p>	<p>Through the study of social science, involving the reasons for our change of seasons and methods for locating specific places on maps (longitude and latitude).</p> <p>Through the use of Starlab curriculum concerning planets.</p>	<p>Interaction of humans with renewable and nonrenewable resources.</p> <p>Life of planet as we know it</p> <p>Why life on Earth and no other planet</p> <p>Science Module A</p> <p>Social Studies Chapter 1 http://www.pathfinder.com/@OrM5hwYAYuVxiuG/TK/challenges/challeng.html</p>	

Science – Fourth

Curriculum Standard:

In order to make first hand discoveries second nature for our students, additional text sources supplement, enhance, and extend the district's content standards for science. The materials offer hands-on activities, with a focus on the scientific method; data collection, and organizing, recording, and interpreting data; and emphasizes scientific concepts through critical thinking skills.

Chadwick School

STATE GOAL 13: *Understand the relationships among science, technology and society in historical and contemporary contexts.*

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
A. Know and apply the accepted practices of science.	13.A.2b Explain why similar investigations may not produce similar results. 13.A.2c Explain why keeping accurate and detailed records is important.	Through the discussion of writing a hypothesis of possible variables and the importance of accurate observation	Recording experiment data	
B. Know and apply concepts that describe the interaction between science, technology and society.	13.B.2c Identify and explain ways that science and technology influence the lives and careers of people.	During the exploration and presentation of everyday uses for scientific knowledge through current events discussions.	Journal Standard articles	

Science – Fourth

Curriculum Standard:

In order to make first hand discoveries second nature for our students, additional text sources supplement, enhance, and extend the district's content standards for science. The materials offer hands-on activities, with a focus on the scientific method; data collection, and organizing, recording, and interpreting data; and emphasizes scientific concepts through critical thinking skills.

Chadwick School

Social Studies Fourth Grade

STATE GOAL 14: Understand political systems, with an emphasis on the United States.

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.	14.B.2 Explain what government does at local, state and national levels.	Students will explain difference between local, state, and national systems including the three branches of government.	Time for Kids	
C. Understand election processes and responsibilities of citizens.	14.C.2 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).	Describe students' rights and responsibilities in their state and nation.	Social Studies Chapter 5 Time for Kids Journal Standard Newspaper Internet	
D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.	14.D.2 Explain ways that individuals and groups influence and shape public policy.	Students will identify the major political parties in Illinois.	Local speakers Social Studies Chapter 5 Newspapers	
E. Understand United States foreign policy as it relates to other nations and international issues.	14.E.2 Determine and explain the leadership role of the United States in international settings.	Through discussion of current events, the student will recognize the U.S. role in global affairs.	Weekly newspaper	
F. Understand the development of United States political ideas and traditions.	14.F.2 Identify consistencies and inconsistencies between expressed United States political traditions and ideas and actual practices (e.g. freedom of speech, right to bear arms, slavery, voting rights).	Through discussion, students will gain understanding of freedom of speech and voting rights.	Follow local and national elections Weekly newspaper	

Social Science – Fourth Grade

Curriculum Standard

Written explanations and/or research reports accompany these projects.

Chadwick School

STATE GOAL 15: Understand economic systems, with an emphasis on the United States.

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.	15.A.2a Explain how economic systems decided what goods and services are produced, how they are produced and who consumes them.	Students will identify what goods and services are produced in Illinois	Explore Illinois Social Studies Chapter 3 Illinois Project	
B. Understand that scarcity necessitates choices by consumers.	15.B.2c Explain that when a choice is made, something else is given up.	Through the study of Illinois products, students will explain supply and demand.	Newspaper Illinois Resources	
C. Understand that scarcity necessitates choices by producers.	15.C.2c Describe how entrepreneurs take risks in order to produce goods or services.	In the study of Illinois, students will identify Illinois entrepreneurs.	Social Studies Chapter 2 Solid Waste Field Trip	
D. Understand trade as an exchange of goods or services.	15.D.2a Explain why people and countries voluntarily exchange goods and services. 15.D.2b Describe the relationships among specialization, division of labor, productivity of workers and interdependence among producers and consumers.	Students will analyze goods and services used by today’s consumers.	Examining labels on food and clothing Social Studies Chapter 6	
E. Understand the impact of government policies and decisions on production and consumption in the economy.	15.E.2a Explain how and why public goods and services are provided. 15.E.2b Identify which public goods and services are provided by differing levels of government.	The students will identify the services that are provided by our local and state government.	Guest speakers	

Social Science – Fourth Grade

Curriculum Standard

Written explanations and/or research reports accompany these projects.

Chadwick School

STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
A. Apply the skills of historical analysis and interpretation.	<p>16.A.2a Read historical stories and determine events which influenced their writing.</p> <p>16.A.2b Compare different stories about a historical figure or event and analyze differences in the portrayals and perspectives they present.</p> <p>16.A.2c Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.</p>	<p>In reading a variety of historical material, students will analyze and compare information.</p> <p><i>(16.A.2a)The HAPP curriculum includes a first through fourth grade Academic Fair, which encompasses whole class and individual projects. Written explanations and/or research reports accompany these projects.</i></p>	<p><i>GeoSafari</i> <i>Phoebe the Spy</i> <i>Paul Revere</i> <i>John Adams – reading book</i> <i>Jean Fritz series</i> <i>Videos</i> <i>Books</i> <i>Read alouds</i> <i>American history poems by Bobbi Katz (Scholastic)</i> <i>President Project</i> <i>Biographies Project</i></p>	
B. Understand the development of significant political events.	<p>16.B.2c(US) Identify presidential elections what were pivotal in the formation of modern political parties.</p> <p>16.B.1(W) Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions.</p>	<p>The student will discuss the Lincoln era and its impact on our country.</p> <p>Bios of Tubman, Frederick Douglas and authors of the Lincoln era.</p>		

STATE GOAL 16: CONTINUED

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
C. Understand the development of economic systems	16.C.2b(US) Explain how individuals including John Deere, Thomas Edison, Robert McCormack, George Washington Carver and Henry Ford, contributed to economic change through ideas, inventions and entrepreneurship.	Through Illinois research projects, students will discover contributions of Illinois people.	Illinois Project Explore Illinois	
D. Understand Illinois, United States and world social history.	16.D.2c(US) Describe the influence of key individuals and groups, including Susan B. Anthony/suffrage and Martin Luther King, Jr./civil rights, in the historical eras of Illinois and the United States.	Students will study influence of MLK and Civil Rights on today's society.	Biography Project	
E. Understand Illinois, United States, and world environmental history.	16.E.2a(US) Identify environmental factors that drew settlers to the state and region. 16.E.2b(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. 16.E.2c(US) Describe environmental factors that influenced the development of transportation and trade in Illinois.	Through the study of Illinois, the student will identify national and state parks and major waterways that influence the development of transportation and trade in Illinois.	<i>Social Studies Chapter 4</i>	

Social Science – Fourth Grade

Curriculum Standard

Written explanations and/or research reports accompany these projects.

Chadwick School

STATE GOAL 16: CONTINUED

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
E. Understand Illinois, United States, and world environmental history.	16.E.2a(W) Describe how people in hunting and gathering and early pastoral societies adapted to their respective environments. 16.E.2b(W) Identify individuals and their inventions (e.g. Watt/steam engine, Nobel/TNT, Edison/electric light) which influenced world environmental history.	Students will compare and contrast early societies environments with modern technological advancements.	Social Studies text Inventors Internet	

Social Science – Fourth Grade

Curriculum Standard

Written explanations and/or research reports accompany these projects.

Chadwick School

STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
A. Locate, Describe and explain places, regions and features on the Earth.	<p>17.A.2a Compare the physical characteristics of places including soils, land forms, vegetation, wildlife, climate, natural hazards.</p> <p>17.A.2b Use maps and other geographic representations and instruments to gather information about people, places and environments.</p>	The students will study different regions of the world.	<p>Maps Globes Charts Graphs Atlases <i>Social Studies text</i></p>	
B. Analyze and explain characteristics and interactions of the Earth's physical systems.	<p>17.B.2a Describe how physical and human processes shape spatial patterns including erosion, agriculture and settlement.</p> <p>17B.2b Explain how physical and living components interact in a variety of ecosystems including desert, prairie, flood plain, forest, tundra..</p>	In studying the regions of the world, the students will describe human/environmental interaction.	<p>Byrd Baylor <i>Social Studies Chapter 6-9</i></p>	

Social Science – Fourth Grade

Curriculum Standard

Written explanations and/or research reports accompany these projects.

Chadwick School

STATE GOAL 17: CONTINUED

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
C. Understand relationships between geographic factors and society.	<p>17.C.2a Describe how natural events in the physical environment affect human activities.</p> <p>17.C.2b Describe the relationships among location of resources, population distribution and economic activities(e.g. transportation, trade, communications).</p> <p>17.C.2c Explain how human activity affects the environment.</p>	Students will describe the effects of nature on people and how they live. (and people on nature)	<p>Landforms Chapter 2 Glaciers</p> <p><i>Videos</i></p>	
D. Understand the historical significance of geography	<p>17.D.2a Describe how physical characteristics of places influence people’s perceptions and their roles in the world over time.</p> <p>17.D.2b Identify different settlement patterns in Illinois and the United States and relate them to physical features and resources.</p>	In the study of regions of the United States, the students will explore the effects of how the land shaped cultures.		

Social Science – Fourth Grade
Curriculum Standard
 Written explanations and/or research reports accompany these projects.

Chadwick School

STATE GOAL 18: Understand social systems, with an emphasis on the United States.

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.	18.A.2 Explain ways in which language, stories, folk tales, music, media and artistic creations serve as expressions of culture.	Through creative expression, students will identify different cultures of the world.	Art, Music	
C. Understand how social systems form and develop over time.	18.C.2 Describe how changes in production (e.g., hunting and gathering, agricultural, industrial) and population caused changes in social systems.	Students will recognize differences between hunting,, gathering, agriculture, individual and industrial societies.		

Social Science – Fourth Grade

Curriculum Standard

Written explanations and/or research reports accompany these projects.

Chadwick School

Fine Arts – Art Fifth Grade

STATE GOAL 25: Know the language of the arts.

STATE LEARNING STANDARD	DISTRICT GRADE LEVEL CONTENT STANDARD	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>A. Understand the sensory elements, organizational principles and expressive qualities of the arts.</p>	<p>25.A.2d Visual Arts: Identify and describe the elements of 2- and 3-dimensional space, figure ground, value and form; the principles of rhythm, size, proportion, and composition; and the expressive qualities of symbol and story.</p> <p>25.A.3d Visual Arts: Identify and describe the elements of value, perspective, and color schemes; the principles of contrast, emphasis, and unity; and the expressive qualities of thematic development and sequence.</p> <p>25.A.3e Visual Arts: Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.</p>	<p>Demonstrate an understanding of two- and three-dimensional art as well as continuing to use the elements and principles of design in ones creative processes.</p> <p>Compose a design or scene that emphasizes color mixing.</p> <p>Create shading techniques appropriate to specific media.</p>	<p>Use of color papers, tempra paints.</p>	

STATE GOAL 25 CONTINUED

STATE LEARNING STANDARD	DISTRICT GRADE LEVEL CONTENT STANDARD	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>B. Understand the similarities, distinctions, and connections in and among the arts.</p>	<p>25.B.2 Understand how elements and principles combine within an art form to express ideas.</p> <p>25.B.3 Compare and contrast the elements and principles in two or more art works that share similar themes.</p>	<p>Describe, analyze, interpret, and judge an artwork.</p> <p>Crate an artwork based on another artist style.</p>	<p>Use of art prints in the district art library.</p>	

STATE GOAL 26: *Through creating and performing, understand how works of art are produced.*

STATE LEARNING STANDARD	DISTRICT GRADE LEVEL CONTENT STANDARD	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>A. Understand processes, traditional tools and modern technologies used in the arts.</p>	<p>26.A.2e Visual Arts: Describe the relationships among media, tools/technology, and processes.</p> <p>26.A.2f Visual Arts: Understand the artistic processes of printmaking, weaving, photography, and sculpture.</p> <p>26.A.3e Visual Arts: Describe how the choices of tools/technologies and processes are used to create specific effects in the arts.</p>	<p>Create shading or color mixing design or scene using tools appropriate to media.</p> <p>Create paper weaving, a yarn weaving, and a wood sculpture</p> <p>Create a design or scene that strictly relies on specific art tools.</p>		
<p>B. Apply skills and knowledge necessary to create and perform in one or more of the arts.</p>	<p>26.B.2d Visual arts: Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing.</p>	<p>Plan a design or scene that requires two or more medias and emphasizes daily life experiences.</p>		

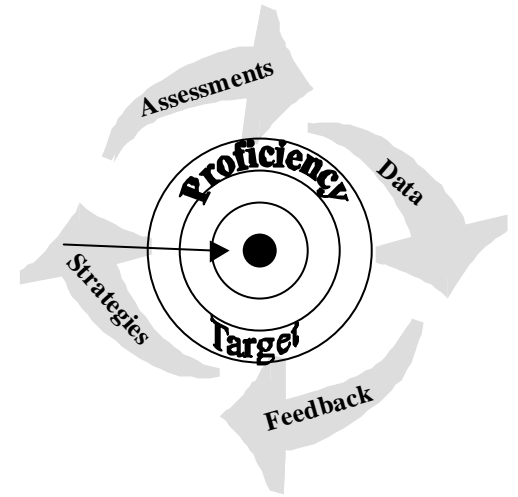
STATE GOAL 27: Understand the role of the arts in civilization, past and present.

STATE LEARNING STANDARD	DISTRICT GRADE LEVEL CONTENT STANDARD	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>A. Analyze how the arts function in history, society, and everyday life.</p>	<p>27.A.2a Identify and describe the relationship between the arts and various environments (e.g., home, school, workplace, theatre, gallery).</p> <p>27.A.2b Describe how the arts function in commercial applications (e.g., mass media and product design).</p>	<p>Identify the differences between three styles (realistic, abstract, pure design).</p> <p>Recognize and reinforce the students understanding of how art is used in mass media and product design.</p>	<p>Use of district art reproduction library</p>	
<p>B. Understand how the arts shape and reflect history, society, and everyday life.</p>	<p>27.B.3 Know and describe how artists and their works shape culture and increase understanding of societies, past and present.</p>	<p>Know the differences between original art work, reproductions, and copies.</p>		

LANGUAGE ARTS FIFTH GRADE

PROFICIENCY TARGET

Given a prompt, students will compose a piece of writing demonstrating integration of focus, support/elaboration, organization and conventions. The student will receive a score of 22 or higher out of 32 points on the 5th grade ISAT writing rubric.



Language Arts Fifth Grade

STATE GOAL 3: Write to communicate for a variety of purposes

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
A. Use correct grammar, spelling, punctuation, capitalization and structure.	3.A.2 Student writing will demonstrate various sentence types, knowledge of the eight parts of speech and age appropriate spelling, capitalization, and punctuation.	The student will use correct grammar, punctuation, and spelling in daily work. <i>Basic grammar exercises on eight parts of speech and four sentence types. Capitalization, punctuation rules proofreading marks are taught. Spelling patterns are studied in lessons designed to emphasize word patterns and dictionary skills.</i>	District Language Text: Daily Oral Language Program; Zaner-Bloser Spelling Connections Illinois Standards Achievement Text; Writing Rubrics, Journaling, Microsoft Word 4-Square	First Semester
B. Compose well-organized and coherent writing for specific purposes and audiences.	3.B.1a Students will use pre-writing strategies to generate and organize ideas in their writings. 3.B.1b Students will demonstrate focus, organization and integration in their essays, letters and short stories. 3.B.2a Students will use a variety of graphic organizers (i.e. webs, charts, etc.) to plan and organize their ideas.	The student will use graphic organizers and rubrics to organize and evaluate their written work. The student will revise written work through peer and teacher/student conferencing. <i>Students will learn three specific graphic organizers to allow them to organize their thoughts to write expository, persuasive, and narrative essays.</i>	Thinking Maps; Graphic Organizers; Rubrics 4-Square Web Organizers	1 st – Narr 2 nd – Expos 3 rd – Pers. 4 th - Review

STATE GOAL 3: CONTINUED

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>B. Compose well-organized and coherent writing for specific purposes and audiences.</p>	<p>3.B.2b Students writing will use a web to establish a main idea, organize their thoughts and elaborate on them.</p> <p>3.B.2c Students will write a descriptive paragraph using adjectives and paragraph format correctly.</p> <p>3.B.2d The students writing will be peer and/or self-edited for conventions: spelling, capitalization and punctuation in such a way that would be proper for a final submission</p>		<p>Thinking Maps; Graphic Organizers; Rubrics 4-Square Writing</p>	
<p>C. Communicate ideas in writing to accomplish a variety of purposes.</p>	<p>3.C.1a Students will write for a variety of purposes.: expository, narrative, persuasive, information (business letters)</p> <p>3.C.2a</p> <p>3.C.2b Students will use available technology to produce one composition following the writing process.</p>	<p>Students will compose at least one example of an expository, persuasive, and narrative writing.</p> <p><i>All the regular curriculum content standards are accomplished, but students will write in all the prescribed forms many more times than regular classes. Students will write across subject areas, with considerable writing being done in connection with social studies and reading.</i></p> <p>Students will use available computer programs to help them communicate ideas.</p>	<p>Ideas can be generated through field trips, literature (fiction or non-fiction) curriculum being studied in other subjects, and personal experiences.</p> <p>Thinking Maps Scott Foresman Reading</p> <p>Microsoft Word Power Point</p>	

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Language Arts – Fifth Grade

Curriculum Standard

Many more writing experiences will be provided along with advanced spelling and grammar expectations.

Chadwick School

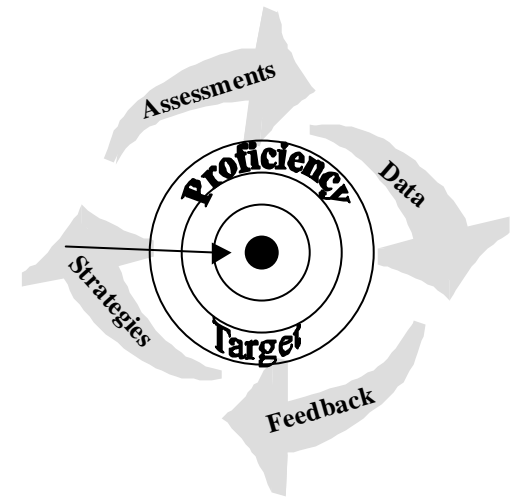
PROFICIENCY TARGET

When presented with real life situations, 5th grade students will collect data and accurately present it on bar, circle, picto, and line graphs. Students will use estimation, problem solving strategies, and computational skills to analyze data and predict probabilities. Students will use data to figure range, mean, median and mode.

Fifth grade students will use mixed numbers, common fractions, and decimals in addition and subtraction to solve word problems of 2 or more steps. Students will explain their thinking in writing and number sentences to demonstrate competence in problem solving.

Fifth grade students will be able to identify two and three-dimensional geometric shapes and calculate area and perimeter of two dimensional shapes, using both standard and metric measure. Students will identify symmetry, congruency, and types of angles in geometric figures.

Students will score at least 80% on the 5th grade math benchmark test.



Mathematics Fifth Grade

STATE GOAL 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.

(HAPP in italics)

STATE LEARNING STANDARD	DISTRICT GRADE LEVEL CONTENT STANDARD	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
A. Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.	<p>6.A.2 Compare and order fractions and decimals using concrete materials, drawings and mathematical symbols.</p> <p>NCTM STANDARD</p> <ul style="list-style-type: none"> ♦Recognize equivalent representations for the same number and generate them by decomposing and composing numbers. ♦Develop understanding of fractions as parts of unit wholes, as parts of a collection, as locations on number lines, and as divisions of whole numbers. ♦Recognize and generate equivalent forms of commonly used fractions, decimals, and percents. ♦Explore numbers less than 0 by extending the number line and through familiar applications. ♦Describe classes of numbers according to characteristics such as the nature of their factors. ♦Understand various meaning of multiplication and division. ♦Understand the effects of multiplying and dividing whole numbers. 	<p>Show equivalent representations of a number by changing from one form to another form (e.g., standard form to expanded form, fraction to decimal, decimal to percent , improper fraction to mixed number). Differentiate how fractions are used (part of a hole, part of a set, location on a number line, and division of a whole number).</p> <p>Describe integers using familiar applications (e.g., a thermometer, above/below sea level).</p> <p>Identify fractional pieces that have the same value but different shapes. Compare and order fractions and decimals efficiently and find their approximate position on a number line.</p> <p>Solve number sentences and word problems using addition and subtraction of fractions with unlike denominators.</p> <p>Demonstrate the meaning of multiplication of fractions (e.g., $\frac{1}{2} \times 3$ is $\frac{1}{2}$ of a group of three objects). Solve multiplication number sentences and word problems with whole numbers and familiar fractions.</p>	<p>Decimal, %, fraction pizza party</p> <p>M & Ms</p> <p>Base 10 blocks</p> <p>Fraction pieces</p>	1 st Quarter

STATE GOAL 6 CONTINUED

(HAPP in italics)

STATE LEARNING STANDARD	DISTRICT GRADE LEVEL CONTENT STANDARD	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
		<p>Develop and use strategies to estimate computations involving familiar fractions and decimals in situations relevant to students' experience (e.g., double a recipe with $\frac{3}{8}$ cup sugar, will more than a cup of sugar be needed).</p> <p>Select and use appropriate operation(s) and tool(s) (mental math, pencil-and-paper, estimation, calculator, computer) to perform calculations on whole numbers, fractions, and decimals according to the context and nature of the computation.</p> <p>Analyze algorithms for computing with whole numbers, familiar fractions, and decimals and develop fluency in their use.</p> <p>Model the concept of percent using manipulatives or drawings.</p> <p>Solve number sentences and word problems using percents.</p> <p>Create and explain a pattern that shows a constant ratio.</p> <p>Analyze situations to determine whether ratios are appropriate to solve problems.</p> <p>Determine equivalent ratios.</p> <p>Describe situations involving inverse relationships (e.g., the more people, the fewer cookies per person).</p> <p>Record probabilities as fractions, decimals, or percents.</p>		

(HAPP in italics)

STATE GOAL 6: CONTINUED

STATE LEARNING STANDARD	DISTRICT GRADE LEVEL CONTENT STANDARD	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
B. Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.	6.B.2 Students will practice solving two-step word problems dealing with fractions, whole numbers, and decimals using addition, subtraction, and multiplication and with whole numbers using division. NCTM STANDARD ♦Identify and use relationships between operations, such as division as the inverse of multiplication, to solve problems. ♦Understand and use properties of operations, such as the distributivity of multiplication over addition.	Students will practice solving two-step word problems dealing with fractions, whole numbers by using the four basic operations. <i>Students will practice solving multiple step word problems</i> <i>Curriculum will be compacted when appropriate.</i>	<i>Flex-grouping</i>	1 st Quarter
C. Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.	6.C.2a Select and perform computational procedures to solve problems with whole numbers, fractions and decimals. 6.C.2b Show evidence that computational results using whole numbers, fractions and decimals are correct and/or that estimates are reasonable. NCTM STANDARD ♦Develop fluency with basic number combinations for multiplication and division and use these combinations to mentally compute related problems, such as 30x50.	Students will compute answers for problems involving whole numbers, by using mental math, paper and pencil, or calculators. Students will actually compute answers for problems to show that their estimates make sense.	Classworks Gold	All year
D. Solve problems using comparison of quantities.	6.D.2 Describe the relationship between two sets of data using ratios and appropriate notations (e.g., a/b. a to b, a:b) NCTM STANDARD ♦Recognize and generate equivalent forms of commonly used fractions, decimals, and percent.	Students will, using pictures or word problems to provide data, set up ratios to solve problems.		2 nd Quarter

STATE GOAL 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.

(HAPP in italics)

STATE LEARNING STANDARD	DISTRICT GRADE LEVEL CONTENT STANDARD	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>A. Measure and compare quantities using appropriate units, instruments and methods.</p>	<p>7.A.2a Calculate, compare and convert length, perimeter, area and weight/mass within the customary and metric systems.</p> <p>7.A.2b solve addition, subtraction, and multiplication problems using currency.</p> <p>NCTM STANDARD</p> <ul style="list-style-type: none"> ♦Understand such attributes as length, area, weight, volume, and size of angle and select the appropriate type of unit for measuring each attribute. ♦Understand the need for measuring with standard units and become familiar with standard units in the customary and metric systems. ♦Carry out simple unit conversions, such as from centimeters to meters within a system of measurement. ♦Understand that measurements are approximations and understand how differences in units affect precision. ♦Explore what happens to measurements of a two-dimensional shape such as its perimeter and area when the shape is changed in some way. 	<p>Students will measure plane figures with customary or metric measures and compute perimeter and/or area of the figures.</p> <p><i>Students will use metric measures to measure themselves, common objects in the classroom, and create a scale drawing and model of a home, building, etc. in the future.</i></p> <p>Using addition, subtraction or multiplication, students will solve problems involving currency.</p> <p><i>Students will design a mathematical board game which other students will play and assess for accuracy using a rubric.</i></p> <p><i>Students will work through two (2) simulations that involve making decisions regarding a family's finances. Students will write checks for purchases, and keep accurate records.</i></p>	<p>Map of school and/or yard Balance scale Simple machines Road rally</p>	<p>3rd Quarter</p>

STATE GOAL 7: CONTINUED

(HAPP in italics)

STATE LEARNING STANDARD	DISTRICT GRADE LEVEL CONTENT STANDARD	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
B. Estimate measurements and determine acceptable levels of accuracy.	7.B.2b Estimate conversions between measures within the customary and metric systems. NCTM STANDARD ♦Develop strategies for estimating the perimeters, areas, and volumes of irregular shapes.	Given measurements in one unit, students will convert to another within the same system (e.g. inches to feet)	Floor plan	3 rd Quarter
C. Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.	7.C.2b Construct or draw figures with given perimeters. NCTM STANDARD ♦Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, and the size of angles. ♦Select and use benchmarks to estimate measurements. ♦Develop, understand, and use formulas to find the area of rectangles and related triangles and parallelograms.	Using measurements given to them, students will construct figures with certain perimeters. <i>Students will use protractors and rulers to construct triangles given prescribed angles or sides.</i>	Create futuristic house	3 rd Quarter

STATE GOAL 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.

(HAPP in italics)

STATE LEARNING STANDARD	DISTRICT GRADE LEVEL CONTENT STANDARD	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
A. Describe numerical relationships using variables and patterns.	<p>8.A.2a Identify, describe, and extend geometric and numeric patterns.</p> <p>8.A.2b Construct and solve number sentences using a variable to represent an unknown quantity.</p> <p>NCTM STANDARD ♦Describe, extend, and make generalizations about geometric and numeric patterns.</p>	<p>After studying a numeric or geometric pattern, students will both describe the pattern and draw or write the next several items in the pattern.</p> <p><i>Students will create a tessellation using irregular shapes.</i></p> <p>Given a word problem, students will write an equation to solve that problem using a variable to represent the answer.</p> <p><i>Students must write equations for all word problems they solve.</i></p>		4 th Quarter
B. Interpret and describe numerical relationships using tables, graphs and symbols.	<p>NCTM STANDARD ♦Represent and analyze patterns and function, using words, tables and graphs. ♦Express mathematical relationships using equations. ♦Model problem situations with objects and use representations such as graphs, tables, and equations to draw conclusions.</p>			4 th Quarter
C. Solve problems using systems of numbers and their properties.	<p>8.C.2 Explain operations and number properties including commutative, associative, distributive, zero, and equality.</p> <p>NCTM STANDARD ♦Express mathematical relationships using equations. ♦Investigate how a change in one variable relates to a change in a second variable.</p>	<p>Students will be able to explain the properties, such as commutative, associative, distributive, etc., that apply in the basic operations and give examples of application.</p>	Build mobiles with examples	4 th Quarter

STATE GOAL 8: CONTINUED

(HAPP in italics)

STATE LEARNING STANDARD	DISTRICT GRADE LEVEL CONTENT STANDARD	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
D. Use algebraic concepts and procedures to represent and solve problems.	8.D.2 Solve linear equations involving whole numbers. NCTM STANDARD •Identify and describe situations with constant or varying rates of change and compare them.	Given an equation involving whole numbers, students will solve to find the missing answer. <i>Students learn the formulas for the four (4) basic operations and use the formulas to decide what operation is appropriate or on a given problem and will explain in writing why.</i>		4 th Quarter

STATE GOAL 9: Use geometric methods to analyze categorize and draw conclusions about points, lines, planes and space.

(HAPP in italics)

STATE LEARNING STANDARD	DISTRICT GRADE LEVEL CONTENT STANDARD	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
A. Demonstrate and apply geometric concepts involving points, lines, planes and space.	9.A.2c Draw representations of geometric relationships, patterns, symmetries, and designs in two-dimensions without technology. NCTM STANDARD ♦Identify and build a three-dimensional object from two-dimensional representations of that object. ♦Identify and draw a two-dimensional representation of a three-dimensional object.	Students will draw plane figures showing geometric relationships, patterns, symmetries, and designs. <i>Students will create an invention using geometric relationships.</i>	Toothpick sculptures	3 rd Quarter
B. Identify, describe, classify and compare relationships using points, lines, planes and solids.	9.B.2 Compare geometric figures and determine their properties including parallel, perpendicular, similar, congruent and line symmetry. NCTM STANDARD ♦Identify, compare, and analyze attributes of two-and three-dimensional shapes and develop vocabulary to describe the attributes. ♦Classify two-and three-dimensional shapes according to their properties and develop definitions of classes of shapes such as triangles and pyramids. ♦Investigate, describe, and reason about the results of subdividing, combining, and transforming shapes. ♦Describe location and movement using common language and geometric vocabulary. ♦Make and use coordinate systems to specify locations and to describe paths. ♦Find the distance between points along horizontal and vertical lines of a coordinate system. ♦Describe a motion or a series of motions that will show that two shapes are congruent. ♦Identify and describe line and rotational symmetry in two-and-three dimensional shapes and dimensional shapes and designs.	Given a set of geometric figures, students will determine their properties, such as parallelism, similarity, congruence, etc. <i>Students will create a puzzle which uses geometric terms in clues describing a particular quadrilateral, and then solve another student's puzzle.</i>	Attribute blocks Real-world scavenger hunt Tangrams	3 rd Quarter

STATE GOAL 9: CONTINUED

(HAPP in italics)

STATE LEARNING STANDARD	DISTRICT GRADE LEVEL CONTENT STANDARD	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
C. Construct convincing arguments and proofs to solve problems	<p>NCTM STANDARD</p> <ul style="list-style-type: none"> ♦Investigate, describe, and reason about the results of subdividing, combining, and transforming shapes. ♦Make and test conjectures about geometric properties and relationships and develop logical arguments to justify conclusions. ♦Predict and describe the results of sliding, flipping, and turning two-dimensional shapes. ♦Create and describe mental images of objects, patterns, and paths. ♦Use geometric models to solve problems in other areas of mathematics, such as number and measurement. ♦Recognize geometric ideas and relationships and apply them to other disciplines and to problems that arise in the classroom or in everyday life. 	<p>Students will draw plane figures showing geometric relationships, patterns, symmetries, and designs.</p> <p><i>Students will create an invention using geometric relationships.</i></p>		3 rd Quarter

STATE GOAL 10: Collect organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.

(HAPP in italics)

STATE LEARNING STANDARD	DISTRICT GRADE LEVEL CONTENT STANDARD	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
A. Organize, describe and make predictions from existing data.	<p>10.A.2a Organize and display data using pictures, tallies, tables, charts, bar graphs, line graphs, and line plots.</p> <p>10.A.2b using a data set, determine mean, median, range and mode with and without the use of technology.</p> <p>10.A.2c Make predictions and decisions based on data and communicate their reasoning.</p> <p>NCTM STANDARD ♦Describe the shape and important features of a set of data and compare related data sets, with an emphasis on how the data are distributed. ♦Use measures of center, focusing on the median, and understand what each does and does not indicate about the data set. ♦Compare different representations of the same data and evaluate how well each representation shows important aspects of the data.</p>	<p>After completing a probability experiment, students will organize the data they collected by using tallies, tables, graphs, or line plots.</p> <p>Given a set of data, students will compute the mean, median, and mode and may use a calculator to do so.</p> <p>Given a set of data from a probability experiment, students will be able to predict the further likelihood of events and explain their reasoning for such predictions.</p>	<p>Surveys Weather maps Social Studies maps</p> <p>Dice, cards, spinners</p>	2 nd Quarter

STATE GOAL 10: CONTINUED.

(HAPP in italics)

STATE LEARNING STANDARD	DISTRICT GRADE LEVEL CONTENT STANDARD	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>B. Formulate questions, design data collection methods, gather and analyze data and communicate findings.</p>	<p>10.B.2a Formulate questions of interest and select methods to systematically collect data.</p> <p>10.B.2b Collect, organize and display data using tables, charts, bar graphs, line graphs, and line plots.</p> <p>10.B.2c Analyze the data using mean, median, and mode, as appropriate, with or without the use of technology.</p> <p>10.B.2d Interpret results based on the data gathered</p> <p>NCTM STANDARD</p> <ul style="list-style-type: none"> ♦Design investigations to address a question and consider how data-collection methods affect the nature of the data set. ♦Collect data using observation, surveys and experiments. ♦Represent data using tables and graphs such as line plots, bar graphs, and line graphs. ♦Recognize the differences in representing categorical and numerical data. ♦Describe the shape and important features of a set of data and compare related data sets, with an emphasis on how the data are distributed. ♦Use measures of center, focusing on the median, and understand what each does and does not indicate about the data set. 	<p>In order to complete a survey on a given topic, students will write appropriate questions to ask respondents and then choose methods necessary to collect their data.</p> <p><i>Students will survey 100 students on a chosen topic and graph the results.</i></p> <p>After completing a survey, students will organize and display their results using bar or broken line graphs, charts, tables, or line plots.</p> <p><i>Students will display their graphs for other students to evaluate for accuracy.</i></p> <p>Students will use a set of given data to compute mean, median, and mode, using calculators when necessary.</p> <p>Using the data gathered on the survey, students will be able to interpret the results in written statements.</p>		<p>2nd Quarter</p>

Physical Education and Health Fifth Grade

STATE GOAL 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
B. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.	19.A.2 Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns	Through instruction and participation in various activities. Students will perform combination of manipulative activities that may be evaluated.		
A. Analyze various movement concepts and applications.	19.B.2 Identify the principles of movement (e.g., absorption and application of force, equilibrium).	Through instruction and participation in various activities. Students will analyze and demonstrate efficient and safe movement concepts that may be evaluated.		
B. Demonstrate knowledge of rules, safety, and strategies during physical activity.	19.C.2a Identify and apply rules and safety procedures in physical activities. 19.C.2b Identify offensive, defensive and cooperative strategies in selected activities and games.	Through instruction and participation in various activities. Students will demonstrate knowledge of rules, safety, and strategies that may be evaluated. Through instruction and participation in various activities. Students will demonstrate offensive, defensive, and cooperative strategies that may be evaluated.		

STATE GOAL 20: *Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.*

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<ul style="list-style-type: none"> Know and apply the principles and components of health-related fitness. 	<p>20.A.2a Describe the benefits of maintaining a health-enhancing level of fitness.</p> <p>20.A.2b Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness.</p>	<p>Through instruction and participation in various activities throughout the year, the student will develop an understanding of the importance of maintaining a health enhancing level of fitness.</p> <p>The student will be evaluated for fitness levels and will participate in activities to sustain and improve levels of fitness.</p>	<p>Presidential Physical Fitness Test</p>	
<p>B. Assess individual fitness levels.</p>	<p>20.B.2a Monitor individual heart rate before, during, and after physical activity, with and without the use of technology.</p> <p>20.B.2b Match recognized assessments of health-related fitness (e.g., AAHPERED, AAU) to corresponding components of fitness.</p>	<p>The student will learn to take resting pulse, pulse after activity, and be able to understand the concept of target heart rate.</p> <p>The student will participate in interval training activities that will promote an understanding of the importance of training components.</p>	<p>Pulse Meters</p> <p>Target Pulse Rate Charts</p>	

STATE GOAL 20 CONTINUED

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>C. Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.</p>	<p>20.C.2a Set a personal health-related fitness goal.</p> <p>20.C.2b Demonstrate the relationship between movement and health-related fitness components (e.g., running/cardio-respiratory, tug-of-war/strength).</p>	<p>Through instruction and participation in various activities such as tumbling and balancing activities, students will set personal fitness goals that may be measures.</p> <p>The student will participate in a wide variety of activities and understand the physical skills (e.g., quickness, eye-hand coordination, power, etc.) involved with each separate activity.</p>		

STATE GOAL 21: *Develop team-building skills by working with others through physical activity.*

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<ul style="list-style-type: none"> Demonstrate individual responsibility during group physical activities. 	<p>21.A.2a Accept responsibility for their own actions in group physical activities.</p> <p>21.A.2b Use identifies procedures and safe practices without reminders during group physical activities.</p> <p>21.A.2c Work independently on task until completed.</p>	<p>Through instruction and participation in team and group activities, students will understand the importance of rules, cooperation, teamwork, and the penalties involved.</p> <p>Safety rules and procedures will be emphasized in the gym, pool area, and outdoors to the point where students will understand their importance and the ramifications of failure to follow them.</p> <p>Students will be instructed in skill development as a component of success in individual and team activities. The importance of independent practice will be emphasized.</p>		
<p>A. Demonstrate cooperative skills during structured group physical activity.</p>	<p>21.B.2 Work cooperatively with a partner or small group to reach a shared goal during physical activity.</p>	<p>Through instruction and participation in various activities, students will understand the importance of picking and being a partner that will work cooperatively toward a shared goal.</p>		

STATE GOAL 22: *Understand principles of health promotion and the prevention and treatment of illness and injury.*

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>A. Explain the basic principles of health promotion, illness prevention, and safety.</p>	<p>22.A.2a Describe benefits of early detection and treatment of illness.</p> <p>22.A.2b Demonstrate strategies for the prevention and reduction of communicable and non-communicable disease (e.g., practicing cleanliness, making healthy food choices, understanding the importance of immunizations and regular health screenings).</p> <p>22.A.2c describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).</p>	<p>Through demonstration and instruction, the student will be able to describe and compare health and safety methods that reduce the risks associated with dangerous situations.</p>	<p>Health/CPR/First Aid Project Alert Training</p>	
<p>B. Describe and explain the factors that influence health among individuals, groups, and communities.</p>	<p>22.B.2 Describe how individuals and groups influence the health of individuals (e.g., peer pressure media and advertising).</p>	<p>Through instruction and group projects (peer meetings, guest speakers), the students will be able to describe how individuals and groups influence the health of individuals.</p>		
<p>C. Explain how the environment can affect health.</p>	<p>22.C.2 Explain interrelationships between the environment and individual health (e.g., pollution and respiratory problems, sun and skin cancer).</p>		<p>Pollution Control Materials Guest Speakers on 22.C.2</p>	

STATE GOAL 23: *Understand human body systems and factors that influence growth and development.*

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
A. Describe and explain the structure and functions of the human body systems and how they interrelate.	23.A.2 Identify basic body systems and their functions (e.g., circulatory, respiratory, nervous).	Through proper instruction, the student will be able to investigate functions of the body's circulatory, respiratory, and nervous systems.	Anatomy Lab Center Human Growth & Development	
B. Explain the effects of health-related actions on the body systems.	23.B.2 Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, diet).	The student will demonstrate helpful strategies to differentiate between positive and negative effects of health-related actions on body systems. The student will also learn to appreciate the effects of diet benefits of abstinence and exercise. Informally	Fifth Grade Nutritional Unit Anatomy Lab Center	
C. Describe factors that affect growth and development.	23.C.2a Identify physical, mental, social and cultural factors affecting growth and development of children (e.g., Nutrition, self-esteem, family, and illness). 23.C.2b Identify stages in growth and development (e.g., stages in the life cycle from infancy to old age).	The student will be instructed on how important it is to eat well, have good self-esteem, a stable family, and the prevention of diseases	C.H.O.W Nutrition Program	

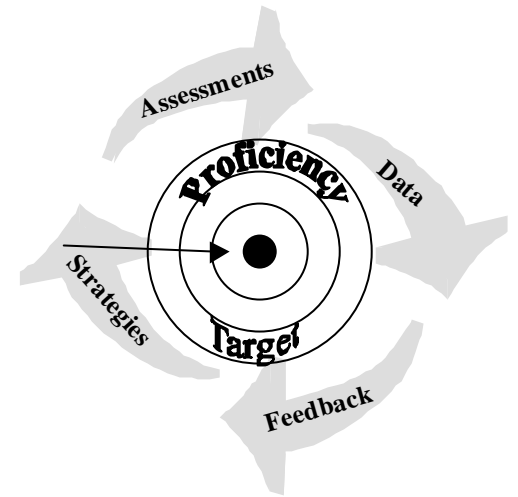
STATE GOAL 24: *Promote and enhance health and well being through the use of effective communication and decision-making skills.*

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.	<p>24.A.2a Identify causes and consequences of conflict among youth.</p> <p>24.A.2b Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).</p>	<p>Through instruction in peer mediation, the students will be able to identify causes and consequences of conflict among youth.</p> <p>Through proper instruction on communication skills, the student will be able to differentiate between proper and improper communication skills.</p>	Second Step Going for the Gold	
B. Apply decision-making skills related to the protection and promotion of individual health.	24.B.2 Describe key elements of a decision-making process.	The students will be instructed on how to demonstrate the use of decision-making strategies which take into account alternatives, consequences, and optional solutions.	Second Step T.A.T.U (Teens Against Tobacco Use)	
C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.	24.C.2 Describe situations where refusal skills are necessary (e.g., pressure to smoke, use alcohol and other drugs, join gangs; physical abuse and exploitation).	The students will be instructed on how to use refusal skills when approached to do negative things to themselves physically and mentally.	Second Step Project Alert Training Speakers: Ex. Reformed gang members	

READING FIFTH GRADE

PROFICIENCY TARGET

By the end of 5th grade, students will be able to independently read selected text at the 5th grade reading level. Following the reading, students will be able to make and support inferences and form interpretations about main themes and topics, and compare and contrast the content and organization of selections. Students will score at least 80% on end of unit assessments. Students will formulate an extended response, achieving a 3 or 4 on the ISAT extended reading rubric.



Reading – Fifth Grade

Curriculum Standard

The challenge activities throughout the district reading series along with additional vocabulary development activities and the addition of more advanced novels/chapter books.

Chadwick School

Reading Fifth Grade

STATE GOAL 1: Reading with understanding and fluency.

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
A. Apply word analysis and vocabulary skills to comprehend selections.	<p>1.A.2a Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.</p> <p>1.A.2b Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.</p>	<p>The student will develop his/her comprehension of unknown words through the use of various textbooks, tradebooks, and novels.</p> <p><i>Vocabulary is taught with multiple sources that the students are reading. Novels, trade books, newspapers, magazines, and textbooks are a few sources. The student will identify unknown words and use various strategies and resources to find meanings.</i></p> <p>The student will decipher text through the use of</p> <ul style="list-style-type: none"> ◆ texts ◆ reference materials ◆ reading strategies (i.e. Key word vocabulary, Thinking Maps) ◆ nonfiction literature ◆ fiction literature 	<p>Word of the Day Word Walls Frayers Model Classworks Gold McMillan McGraw Hill reading series Staff Development Guide Guided Reading Context clues</p> <p>Scott Foresman Reading Series Accelerated Reading Zaner-Bloser Spelling Connections Journal Standard Newspapers Silver-Burdett- World of Language</p>	

Reading – Fifth Grade

Curriculum Standard

The challenge activities throughout the district reading series along with additional vocabulary development activities and the addition of more advanced novels/chapter books.

Chadwick School

STATE GOAL 1: CONTINUED

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>B. Apply reading strategies to improve understanding and fluency.</p>	<p>1.B.2a Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.</p> <p>1.B.2b Identify structure (e.g., description, compare contrast, cause and effect, sequence) of nonfiction texts to improve comprehension</p> <p>1.B.2c Continuously check and clarify for understanding (e.g., in addition to previous skills, clarify terminology, seek additional information).</p> <p>1.B.2d Read age-appropriate material aloud with fluency and accuracy.</p>	<p>Through teacher modeling and guided practice of before reading strategies (NUA), the student will make predictions and establish purposes for reading.</p> <p><i>Students predict outcomes</i></p> <p>Through the use of individualized, small group, whole group discussions, and Thinking Maps, the student will identify structures of various texts.</p> <p><i>Students use historical to compare/contrast, show cause and effect, infer, evaluation, etc., to apply their knowledge and organize their information.</i></p> <p>Using guided and independent reading activities, the student will apply appropriate strategies to self-monitor his/her understanding of new and familiar text.</p> <p>Through teacher conferences and observation, students will read instructional level materials orally with increasing fluency.</p>	<p>McMillan McGraw reading Series Staff Development Guide Guided Reading <u>Improving Reading</u>, Johns Lenski</p> <p>SQ3R KWL Chart Scott Foresman Reading Graphic Organizers AR Books Guided Reading</p>	

Reading – Fifth Grade

Curriculum Standard

The challenge activities throughout the district reading series along with additional vocabulary development activities and the addition of more advanced novels/chapter books.

Chadwick School

STATE GOAL 1: CONTINUED

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>C. Comprehend a broad range of reading materials.</p>	<p>1.C.2a Use information to form and refine questions and predictions.</p> <p>1.C.2b Make and support inferences and form interpretations about main themes and topics.</p> <p>1.C.2c Compare and contrast the content and organization of selections.</p>	<p>Through teacher modeling and guided practice, the student will formulate questions, identify main ideas, confirm predictions, and interpret differences among selections.</p> <p><i>Students state themes/topics and support them with evidence from text.</i></p> <p><i>Students compare the treatment of a theme in their stories with that of other stories being read in other literature circles. The students will compare authors and their use of style and writing techniques.</i></p>	<p>SQ3R Scott Foresman Reading Thinking Maps Guided Reading Accelerated Reader</p> <p>Venn Diagram Graphic Organizers</p>	

Reading – Fifth Grade

Curriculum Standard

The challenge activities throughout the district reading series along with additional vocabulary development activities and the addition of more advanced novels/chapter books.

Chadwick School

STATE GOAL 1: CONTINUED

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>C. Comprehend a broad range of reading materials (cont.).</p>	<p>1.C.2d Summarize and make generalizations from content and relate to purpose of material.</p>	<p>Through the use of mini lessons and whole group activities, the student will summarize and make generalizations related to the content and purpose of the reading selections.</p>	<p>Scott Foresman Reading</p>	
	<p>1.C.2e Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphor).</p>	<p>Through teacher modeling and guided practice, the student will examine text and illustrations from a variety of materials and critique how the author or illustrator clarified his/her thoughts in his/her written material.</p>	<p>Guided Reading</p>	
	<p>1.C.2f Connect information presented in tables, maps, and charts to printed or electronic text.</p>	<p>The student will transfer and interpret graphic information</p>	<p>Scott Foresman Reading</p>	

Reading – Fifth Grade

Curriculum Standard

The challenge activities throughout the district reading series along with additional vocabulary development activities and the addition of more advanced novels/chapter books.

Chadwick School

STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>A. Understand how literary elements and techniques are used to convey meaning.</p>	<p>2.A.2a Identify literary elements and literary techniques (e.g. characterization, use of narration, use of dialogue) in a variety of literary works.</p> <p>2.A.2b Describe how literary elements (e.g., theme, character, setting, plot, conflict) are used in literature to create meaning. (some discussion of mood).</p> <p>2.A.2c Identify definitive features of literary forms (e.g., realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary form).</p>	<p>(Applies to 2.A.2a, 2A.2b, and 2A.2c) The student will identify literary elements and techniques to enhance his/her comprehension through the use of various:</p> <ul style="list-style-type: none"> ◆ textbooks ◆ tradebooks ◆ story maps ◆ book reports ◆ projects ◆ genres <p><i>(Applies to 2A.2a only)</i> <i>Students write about the way the author uses literary elements to impact the novel. Students will cite examples to support their conclusions.</i></p> <p><i>Students read from many different genres during the school year. Elements of each genre will be emphasized and discussed.</i></p>	<p>Scott Foresman Reading Reading Series Guided Reading AR Books</p> <p>Scott Foresman Reading Series</p>	

Reading – Fifth Grade

Curriculum Standard

The challenge activities throughout the district reading series along with additional vocabulary development activities and the addition of more advanced novels/chapter books.

Chadwick School

STATE GOAL 2: CONTINUED

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>B. Read and interpret a variety of literary works.</p>	<p>2.B.2a Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts.</p> <p>2.B.2b Identify and explain themes that have been explored in literature from different societies and eras.</p> <p>2.B.2c Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.</p>	<p>Through teacher modeling and guided practice, the student will interpret and communicate his/her understanding of literary material orally and/or in written form.</p> <p><i>Students will respond in writing about experiences they have had that relate to the literature they are reading.</i></p> <p>Same as above</p> <p>Through interdisciplinary units and the use of fictional and non-fictional reading materials, the student will relate literary works to their own prior knowledge and experience.</p> <p><i>Students read fiction or nonfiction literature that is integrated into the current curriculum content.</i></p>	<p>Trade Books Library News Magazines Reading series- Scott Foresman Guided Reading</p> <p>4-Square Writing Rubric Writing</p> <p>KWL Charts</p> <p>Scott Foresman Reading Series</p>	

Reading – Fifth Grade

Curriculum Standard

The challenge activities throughout the district reading series along with additional vocabulary development activities and the addition of more advanced novels/chapter books.

Chadwick School

STATE GOAL 4: Listen and speak effectively in a variety of situations.

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>A. Listen effectively in formal and informal situations.</p>	<p>4.A.2a Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.</p> <p>4.A.2b Ask and respond to questions related to oral presentations and messages in small and large group settings.</p> <p>4.A.2c Restate and carry out a variety of oral instructions.</p>	<p>Through the use of teacher modeling and guided practice, the student will summarize and paraphrase spoken messages in formal and informal situations.</p> <p>Through the use of teacher modeling and guided practice, the student will develop and respond to questions that relate to oral presentations to improve his/her comprehension.</p> <p><i>Students learn to question others after oral presentations.</i></p> <p>Through the use of teacher modeling, guided, and independent practice, the student will be able to restate and carry out a variety of oral instructions.</p>	<p>Reading series- Scott Foresman Group Discussions</p> <p>Silver Burdett World of Language</p> <p>Daily Work</p>	

STATE GOAL 4: CONTINUED

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>B. Speak effectively using language appropriate to the situation and audience.</p>	<p>4.B.2a Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.</p> <p>4.B.2b Use speaking skills and procedures to participate in group discussions.</p> <p>4.B.2c Identify methods to manage or overcome communication anxiety and apprehension (e.g. topic outlines, repetitive practice.).</p>	<p>Through the use of dramatics, oral presentations, informal speaking opportunities, demonstrations, and speeches, the student will develop effective oral communication skills.</p> <p><i>Students give oral reports to several other fifth grade classes.</i></p> <p>Through the use of teacher monitored role playing, and small group discussions, the student will <u>learn and use</u> effective listening and speaking skills</p> <p>Through the use of teacher modeling and guided practice, the student will begin to manage stress from public speaking within small groups presentations.</p>	<p><i>Oral demonstration from Silver-Burdett</i> <i>PowerPoint- Research Reports</i></p> <p><i>Student Council Speeches</i></p> <p><i>Oral Book Report</i></p> <p><i>Silver-Burdett</i> <i>Outlines</i> <i>Practice</i> <i>Power-Point</i> <i>How to do or make presentations</i></p>	

Reading – Fifth Grade

Curriculum Standard

The challenge activities throughout the district reading series along with additional vocabulary development activities and the addition of more advanced novels/chapter books.

Chadwick School

STATE GOAL 4: CONTINUED

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
B. Speak effectively using language appropriate to the situation and audience.	4.B.2d Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.	Through the use of <u>grade appropriate</u> advisory programs (i.e. Second Step) and current technology, the student will express themselves constructively and resolve conflicts in appropriate ways.	Tapes on bullying Conflict resolution discussions	

Reading – Fifth Grade

Curriculum Standard

The challenge activities throughout the district reading series along with additional vocabulary development activities and the addition of more advanced novels/chapter books.

Chadwick School

STATE GOAL 5: Use the language arts to acquire, assess and communicate information.

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.</p>	<p>5.A.2a Formulate questions and construct a basic research plan.</p> <p>5.A.2b Organize and integrate information from a variety of sources (e.g. books, interviews, library reference materials, websites, CD/ROMS).</p> <p>5.B.2a Determine the accuracy, currency, and reliability of materials from various sources</p>	<p>Through the use of technology, library skills, interviewing techniques, note taking skills, graphic organizers, and knowledge of reference materials, the student will organize and complete all steps in the writing process for a research report.</p> <p><i>(applies to 5.A.2a) Students write questions, make note cards, write an outline, and compose a research paper with work cited page on a chosen topic.</i></p> <p><i>(Applies to 5.A.2b) The teacher provides a series of lessons on direct application of research skills in our school library. Students also write a “work cited page” for any report, written or oral, done during the year.</i></p>	<p>Content area text Reading series Library books Internet Reference Books</p> <p>Electronic reference- CD Library, dictionary, and encyclopedia</p> <p>Silver-Burdett World of Language</p> <p>Interviews</p>	
<p>B. Analyze and evaluate information acquired from various sources.</p>	<p>5.B.2b Cite sources used.</p>	<p>Students will cite source giving author’s last name, first name; <u>Book Title</u>; page # if required.</p>	<p>Research Report- Work cited page instructions</p>	

Reading – Fifth Grade

Curriculum Standard

The challenge activities throughout the district reading series along with additional vocabulary development activities and the addition of more advanced novels/chapter books.

Chadwick School

STATE GOAL 5: CONTINUED

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
C. Apply acquired information, concepts and ideas to communicate in a variety of formats.	5.C.2a Create a variety of print and non-print documents to communicate acquired information for specific audiences and purposes. 5.C.2b Prepare and deliver oral presentations based on inquiry and research.	Through teacher modeling and guided practice, the student will create a presentation in which Ohe/she presents his/her findings using appropriate aids (i.e. visual, auditory, kinesthetic). Through teacher modeling and guided practice, the student will create a presentation based on inquiry and research.	Power Point Speaking “How to make a Speech” Silver-Burdett	

Science Fifth Grade

STATE GOAL 11: *Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.*

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>A. Know and apply concepts that describe the interaction between science, technology, and society.</p>	<p>11.A.2a Formulate questions on a specific science topic and choose the steps needed to answer the questions.</p> <p>11.A.2b Collect data for investigations using scientific process skills including observing, estimating and measuring.</p> <p>11.A.2c Construct charts and visualizations to display data.</p> <p>11.A.2d use data to produce reasonable explanations.</p> <p>11.A.2e Report and display the results of individual and group investigations.</p>	<p>Through the study of weather and climate, the students will use the scientific method to formulate questions, collect data, construct charts, produce reasonable explanations, and report and display the results.</p> <p><i>(applies to 11.A.2a only) Students will use multiple resources to collect data about weather and climate.</i></p> <p><i>(applies to 11.A.2b only) Students produce lab reports for experiments in a variety of units which require all steps in the scientific process be completed.</i></p> <p><i>(applies to 11.A.2d only) Students will graph data collected during experiments and use the data to make inferences about the results they obtained in the experiment.</i></p>	<p>Weather reports (Newspapers in Education)</p> <p>Internet CD ROMS</p>	

Science – Fifth Grade

Curriculum Standard

In order to make first hand discoveries second nature for our students, additional text sources supplement, enhance, and extend the district's content standards for science. The materials offer hands-on activities, with a focus on the scientific method; data collection, and organizing, recording, and interpreting data; and emphasizes scientific concepts through critical thinking skills.

Chadwick School

STATE GOAL 11: CONTINUED

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>B. Know and apply the concepts, principles and processes of technological design.</p>	<p>11.B.2a Identify a design problem and propose possible solutions.</p> <p>11.B.2b Develop a plan design and procedure to address the problem identifying constraints (e.g. time, materials, technology).</p> <p>11.B.2c Build a prototype of the design using available tools and materials.</p> <p>11.B.2d Test the prototype using suitable instruments, techniques and quantitative measurements to record data.</p> <p>11.B.2e Assess test results and the effectiveness of the design using given criteria and noting possible sources of error.</p> <p>11.B.2f Report test design, test process and test results.</p>	<p>Through the study of energy, work, and machines, the students will identify a design problem, develop a plan, build a prototype, test the prototype, assess the test results.</p>		

Science – Fifth Grade

Curriculum Standard

In order to make first hand discoveries second nature for our students, additional text sources supplement, enhance, and extend the district's content standards for science. The materials offer hands-on activities, with a focus on the scientific method; data collection, and organizing, recording, and interpreting data; and emphasizes scientific concepts through critical thinking skills.

Chadwick School

STATE GOAL 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>A. Know and apply concepts that explain how living things function, adapt and change.</p>	<p>12.A.2a Describe simple life cycles of plants and the similarities and differences in their offspring.</p>	<p>Through the study of plants, the students will demonstrate, explain, and note the negative and positive aspects of the different stages in the life cycle of a seed plant.</p> <p>Through the study of human growth and development, the students will compare and contrast the life cycles of humans and plants.</p> <p><i>Students will complete experiments that encompass concepts such as tropism, osmosis, transpiration, life cycles of plants, dissection, and labeling of plant parts, germination, photosynthesis, cells, etc.</i></p>		
<p>B. Know and apply concepts that describe how living things interact with each other and with their environment.</p>	<p>12.B.2a describe relationships among various organisms in their environments (e.g. predator/prey, parasite/host, food chains and food webs).</p>	<p>Through the study of population and ecosystems, the student will investigate the path of energy within a food chain and record data on a chart.</p> <p><i>Students will read about several different ecosystems and then create a mural showing the relationships in one (1) ecosystems. This will be presented to the class or to a small group of students.</i></p>		

Science – Fifth Grade

Curriculum Standard

In order to make first hand discoveries second nature for our students, additional text sources supplement, enhance, and extend the district's content standards for science. The materials offer hands-on activities, with a focus on the scientific method; data collection, and organizing, recording, and interpreting data; and emphasizes scientific concepts through critical thinking skills.

Chadwick School

STATE GOAL 12: CONTINUED

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
B. Know and apply concepts that describe how living things interact with each other and with their environment (continued).	12.B.2b Identify physical features of plants and animals that help them live in different environments (e.g. specialized teeth for eating certain foods, thorns for protection, insulation for cold temperatures).	(same as above) <i>Students will research and write a paper on endangered species, which includes suggestions for saving the species and ecological and economical considerations of doing so.</i>		
C. Know and apply concepts that describe properties of matter and energy and the interactions between them.	12.C.2a Describe and compare types of energy including light, heat, sound, electrical and mechanical. 12.C.2b Describe and explain the properties of solids, liquids, and gases.	Through the study of energy, work, and machines, the student will demonstrate and explain how energy is stored in a battery and is converted to other forms of energy, including heat and light. <i>Students will complete a CAP on energy work, and simple machines.</i>		

Science – Fifth Grade

Curriculum Standard

In order to make first hand discoveries second nature for our students, additional text sources supplement, enhance, and extend the district's content standards for science. The materials offer hands-on activities, with a focus on the scientific method; data collection, and organizing, recording, and interpreting data; and emphasizes scientific concepts through critical thinking skills.

Chadwick School

STATE GOAL 12: CONTINUED

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
D. Know and apply concepts that describe force and motion and the principles that explain them.	<p>12.D.2a Explain constant, variable and periodic motions.</p> <p>12.D.2b Demonstrate and explain ways that forces cause actions and reactions (e.g. magnets, objects falling, rolling, and bouncing).</p>	<p>Through the study of energy, work, and machines, the student will measure and record the force and distance of various objects to determine the amount of work completed.</p> <p><i>Students will perform and report results on a series of experiments related to gravity and inertia.</i></p>		
E. Know and apply concepts that describe the features and processes of the Earth and its resources.	<p>12.E.2a Identify and explain natural cycles of the Earth’s land, water and atmospheric systems (e.g. rock cycle, water cycle, weather patterns).</p> <p>12.E.2c Identify and classify recyclable materials.</p>	<p>Through the study of weather and climate, the student will describe, record, and predict weather conditions and patterns.</p> <p>Through the study of population and ecosystems, the student will identify and classify recyclable materials.</p> <p><i>Students will collect refuse from school grounds and then sort, classify, and weigh the types of material collected.</i></p>	<p><i>PowerPoint Videotape Guest speakers</i></p>	

Science – Fifth Grade

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Chadwick School

STATE GOAL 12: CONTINUED

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>F. Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.</p>	<p>12.F.2a Identify and explain natural cycles and patterns in the solar system (e.g. order of the planets; moon phases; seasons as related to Earth's tilt, one's latitude, and where Earth is in its yearly orbit around the sun).</p> <p>12.F.2b Explain the apparent motion of the sun and stars.</p> <p>12.F.2c Identify easily recognizable star patterns (e.g. the Big Dipper, constellations).</p>	<p>Through the study of the solar system, the students will model the distances between planets and hypothesize the effect of a planets distance from the sun.</p> <p><i>Students will choose from a variety of topics that relate to our solar system to build a scale model of it.</i></p> <p>Through the study of the solar system, the students will classify photos of various galaxies in three classes; spiral, elliptical, and irregular.</p> <p>Through the construction of models, the students will be able to identify various constellations.</p> <p><i>Students will create a new constellation. A folk tale, myth, or legend will be written explaining the existence of the new constellation and how it relates to a particular culture.</i></p>		

Science – Fifth Grade

Curriculum Standard

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Chadwick School

STATE GOAL 13: Understand the relationships among science, technology and society in historical and contemporary contexts.

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
A. Know and apply the accepted practices of science.	<p>13.A.2a Demonstrate ways to avoid injury when conducting science activities (e.g., wearing goggles, fire extinguisher use).</p> <p>13.A.2b Explain why similar investigations may not produce similar results.</p> <p>13.A.2c Explain why keeping accurate and detailed records is important.</p>			
B. Know and apply concepts that describe the interaction between science, technology and society.	<p>13.B.2a Explain how technology is used in science for a variety of purposes (e.g. sample collection, storage and treatment; measurement; data collection, storage and retrieval; communication of information).</p> <p>13.B.2b Describe the effects on society of scientific and technological innovations (e.g., antibiotics, steam engine, digital computer).</p>	<p>Through enrichment activities, students will research careers that use science and technology which effect society.</p> <p>Millennium Mall Career Activity</p> <p><i>Local meteorologists will be guest speakers.</i></p>		

Science – Fifth Grade

Curriculum Standard

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Chadwick School

STATE GOAL 13: CONTINUED

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>B. Know and apply concepts that describe the concepts that describe the interaction between science, technology and society. (cont.)</p>	<p>13.B.2c Identify and explain ways that science and technology influence the lives and careers of people.</p> <p>13.B.2d Compare the relative effectiveness of reducing, reusing and recycling in actual situations.</p> <p>13.B.2e Identify and explain ways that technology changes ecosystems (e.g. dams, highways, buildings, communication networks, power plants).</p> <p>13.B.2f Analyze how specific personal and societal choices that humans may affect local, regional and global ecosystems (e.g., lawn and garden care, mass transit).</p>	<p>(same as 13.B.2a and 13.B.2b)</p>		

Science – Fifth Grade

Curriculum Standard

In order to make first hand discoveries second nature for our students, additional text sources supplement, enhance, and extend the district's content standards for science. The materials offer hands-on activities, with a focus on the scientific method; data collection, and organizing, recording, and interpreting data; and emphasizes scientific concepts through critical thinking skills.

Chadwick School

Social Science Fifth Grade

(HAPP in italics)

STATE GOAL 14: Understand political systems, with an emphasis on the United States.

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
A. Understand and explain basic principles of the United States government.	14.A.2 Explain the importance of fundamental concepts expressed and implied in major documents including the Declaration of Independence, the United States Constitution and the Illinois Constitution.	Identify and differentiate the three branches of the Federal Government. Explain the role of the Declaration of Independence During the Revolutionary War and its implications for the 21 st Century. <i>Students participate in a mock debate on the issues raised by the Declaration of Independence wherein half the class takes the British position and the other half, the colonial one. They also experience how our judicial system works in a simulation of a trial.</i>	Independent Simulation Great U.S. Map Race <i>Guest speakers: attorney and judge</i>	
C. Understand election processes and responsibilities of citizens.	14.C.2 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).	Demonstrate the importance of the Bill of Rights and other amendments to daily living. <i>Students will participate in a mock election. Campaign speeches will be written and presented. Students will decide on a platform to support, research the topic, and write an expository paper discussing the importance of the issue in today's society.</i>		
D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.	14.D.2 Explain ways that individuals and groups influence and shape public policy.	Compare and contrast the beliefs and activities of the two first political parties and their parts in shaping our government.		

Social Science – Fifth Grade

Curriculum Standard Written explanations and/or research reports accompany these projects.

Chadwick School

STATE GOAL 14: CONTINUED

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
E. Understand United States foreign policy as it relates to other nations and international issues.	14.E.2 Determine and explain the leadership role of the United States in international settings.	Using word processing skills, write an expository paper explaining the role of the United States in a current international event.	Microsoft Word	
F. Understand the development of United States political ideas and traditions.	14.F.2 Identify consistencies and inconsistencies between expressed United States political traditions and ideas and actual practices (e.g. freedom of speech, right to bear arms, slavery, voting rights).	<p>Compare ideas stated in the amendments of the Constitution to the beliefs and actions of people today.</p> <p><i>Students will use the newspaper to find articles relating to the Bill of Rights. They will judge and evaluate the articles to determine if there are any consistencies or inconsistencies among different events.</i></p>		

STATE GOAL 15: Understand economic systems, with an emphasis on the United States

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.	15.A.2a Explain how economic systems decided what goods and services are produced, how they are produced and who consumes them.	<i>Students take part in a simulation of early colonizing of America. The simulation includes trading practices and understanding of supply and demand.</i>	Maya Simulation	
B. Understand that scarcity necessitates choices by consumers.	15.B.2b Explain the relationship between the quantity of goods/services purchased and their price. 15.B.2c Explain that when a choice is made, something else is given up.	Describe the importance of supply and demand in determining price of goods from the Far East. <i>Students participate in a simulation on inflation and discuss the relationship between supply and demand.</i>		
C. Understand that scarcity necessitates choices by producers.	15.C.2a Describe the relationship between price and quantity supplied of a good or service. 15.C.2b Identify and explain examples of competition in the economy.	Explain the importance of supply and demand in determining the price of goods exported from the Far East.		
D. Understand trade as an exchange of goods or services.	15.D.2a Explain why people and countries voluntarily exchange goods and services.	Describe the role of trade in the development of the United States.		

Social Science – Fifth Grade

Curriculum Standard Written explanations and/or research reports accompany these projects.

Chadwick School

STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>A. Apply the skills of historical analysis and interpretation.</p>	<p>16.A.2a Read historical stories and determine events which influenced their writing.</p> <p>16.A.2b Compare different stories about a historical figure or event and analyze differences in the portrayals and perspectives they present.</p> <p>16.A.2c Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.</p>	<p>Read historical stories written about colonization, westward expansion, Civil War, etc. and discuss the events they were written about.</p> <p><i>Students read historical fiction and link it to real events that shaped American history.</i></p> <p>Compare and contrast events and people of the past using the text and at least one other source.</p> <p>Analyze and evaluate the Mayflower compact, Articles of Confederation, Declaration of Independence and U.S. Constitution.</p>	<p>Independent Simulation</p>	

STATE GOAL 16: CONTINUED

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>B. Understand the development of significant political events.(cont.)</p>	<p>16.B.2c(US) Identify presidential elections what were pivotal in the formation of modern political parties.</p> <p>16.B.2d(US) Identify major political events and leaders within the United States historical eras since the adoption of the Constitution, including the westward expansion, Louisiana Purchase, Civil War, and 20th century wars as well as the roles of Thomas Jefferson, Abraham Lincoln, Woodrow Wilson, and Franklin D. Roosevelt.</p> <p>16.B.1(W) Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions.</p>	<p>Identify and explain the roles of important leaders during westward expansion and the Civil War.</p>		

Social Science – Fifth Grade

Curriculum Standard Written explanations and/or research reports accompany these projects.

Chadwick School

STATE GOAL 16: CONTINUED

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>C. Understand the development of economic systems</p>	<p>16.C.2a(US) Describe how slavery and indentured servitude influenced the early economy of the United States.</p> <p>16.C.1b 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.</p>	<p>Explain the importance of slavery in the economy of the U.s., particularly the South.</p> <p>Identify the roles of transportation and technology on settlement of the United States.</p>	<p>Maya Simulation</p>	

Social Science – Fifth Grade

Curriculum Standard Written explanations and/or research reports accompany these projects.

Chadwick School

STATE GOAL 16: CONTINUED

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
<p>D. Understand Illinois, United States and world social history.</p>	<p>16.D.2a(US) Describe the various individual motives for settling in colonial America.</p> <p>16.D.2b(US) Describe the ways in which participation in the westward movement affected families and communities.</p> <p>16.D.2c Describe the influences of key individual and groups including Susan B Anthony, suffrage, and Martin Luther King Jr., Civil Rights, in the historical eras of Illinois and the U.S.</p> <p>16.E.2b Identify individuals and their inventions (e.g. Watts, steam engine, Nobel, TNT, Edison, electric light) which influence world environmental history</p>	<p>Compare and contrast the reasons for immigration of different groups of colonial settlers (e.g. Pilgrims, Puritans, debtors, etc.)</p> <p><i>Students participate in a simulation of the colonizing of America in which they choose, as a group, the reason they are leaving England for America.</i></p> <p>Examine and describe the effects of colonization and expansion on the Native Americans.</p> <p>Evaluate the problems and triumphs faced by early settlers.</p> <p><i>Students participate in a simulation of westward movement by assuming an identity and experiencing the fates that commonly occurred along the westward trails. They write diary entries as though they were living at that time and emigrating west.</i></p>		

STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
A. Locate, Describe and explain places, regions and features on the Earth.	17.A.2b Use maps and other geographic representations and instruments to gather information about people, places and environments.	<p>Compare and contrast the geography of regions to explain how it influences economy, climate, and population density.</p> <p><i>Students will draw a map of an imaginary country which is correct with regard to basic map requirements and makes sense geographically.</i></p>	Create a country/world	

STATE GOAL 18: Understand social systems, with an emphasis on the United States.

(HAPP in italics)

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARDS	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.	<p>18.A.2 Explain ways in which language, stories, folk tales, music, media and artistic creations serve as expressions of culture.</p> <p>18.C.2 Describe how changes in production (e.g. hunting and gathering, agriculture, industrial) and population caused changes in social systems.</p>	Compare and contrast aspects of culture of Native American groups, colonial settlers, etc.	Create lyrics/legends	

Social Science – Fifth Grade

Curriculum Standard Written explanations and/or research reports accompany these projects.

Chadwick School

Reading Fifth Grade (Technology)

STATE GOAL 3: Write to communicate for a variety of purposes

STATE LEARNING STANDARDS	DISTRICT GRADE LEVEL CONTENT STANDARD	CURRICULUM STANDARD/EXPERIENCE	SUGGESTED RESOURCES	SUGGESTED TIMELINE
A. Use correct grammar, spelling, punctuation, capitalization and structure.	3.A.2 Students writing will demonstrate various sentence types, knowledge of the eight parts of speech and age appropriate spelling, capitalization, and punctuation.	The student will use Microsoft Office Word – Spell Check and Grammar Check to assist in the editing process of the student’s written work.	Microsoft Word	
C. Communicate ideas in writing to accomplish a variety of purposes.	3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g. fiction, autobiography), expository (e.g. reports, essays) and persuasive writings (e.g. editorials, advertisements). 3.C.2b Produce and format compositions for specified audience using available technology	Students will understand the basics of computer keyboarding. Students will use available programs to help them communicate written ideas.	Touch Typing Write final research papers in Power Point	

