

**TIMOTHY LUTHERAN SCHOOL**  
**Teaching Objectives/Learner Outcomes**

**Grade: Grade 4**

<b>Subject</b>	<b>Objective</b>
<b>Religion</b>	<p><b>A. Relationship with God:</b></p> <ol style="list-style-type: none"> <li>1. Identify the attributes of God.</li> <li>2. Identify Jesus as the only way to heaven.</li> <li>3. Acknowledge that Jesus, the Savior, is both true God and true man.</li> <li>4. Define the terms <u>grace</u> and <u>faith</u>.</li> <li>5. Discuss the four elements of prayer: confession, adoration, supplication, and thanksgiving.</li> <li>6. Evidence a desire for the spiritual food offered through God's Word.</li> <li>7. Confess their sins to God, trusting that He will forgive them because of His Son, Jesus.</li> <li>8. Acknowledge that at Easter Jesus proclaimed His victory over sin, death, and the power of the devil.</li> <li>9. Realize that God gives them faith so that they may live as His children.</li> </ol> <p><b>B. Relationship with others:</b></p> <ol style="list-style-type: none"> <li>1. Pray for God's guidance in building Christian relationships.</li> <li>2. Acknowledge that God desires all people to receive eternal life and salvation.</li> <li>3. Express their love for God in acts of forgiveness and service towards others.</li> <li>4. Witness the Christian faith in their daily lives.</li> <li>5. Acknowledge the communion of saints as a special blessing from God.</li> </ol> <p><b>C. Relationship with the world:</b></p> <ol style="list-style-type: none"> <li>1. Thank God for His creating and preserving might.</li> </ol>
<b>Communication Arts/Language Arts</b>	<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply decoding strategies for unknown words when reading.</li> <li>2. Read grade-level instructional text with fluency, accuracy and expression, adjusting reading rate to difficulty and type of text.</li> <li>3. Develop vocabulary through text, using <ul style="list-style-type: none"> <li>• root words and affixes,</li> <li>• synonyms and antonyms,</li> <li>• context clues,</li> <li>• glossary and dictionary.</li> </ul> </li> <li>4. Apply pre-reading strategies to aid comprehension- <ul style="list-style-type: none"> <li>• access prior knowledge,</li> <li>• preview,</li> <li>• predict,</li> </ul> </li> </ol>

- set a purpose for reading.
- 5. During reading, utilize strategies to
- self-question and correct,
- infer,
- visualize,
- predict and check using cueing systems for meaning, structure and visual.
- 6. Apply post-reading skills to comprehend text-
- question to clarify,
- reflect,
- analyze,
- draw conclusions,
- summarize,
- paraphrase.
- 7. Identify and explain connections between
- text ideas --- information and relationships in various fiction and non-fiction works,
- text ideas and own experiences,
- text ideas and the world by demonstrating an awareness that literature reflects a culture and historic time frame.
- 8. Locate
- interpret and apply information in title, table of contents and glossary,
- and recognize the text features of fiction, poetry and drama in grade-level text.
- 9. Explain examples of sensory details and figurative language within the context of poetry and prose.
- 10. Use details from text to
- make inferences about setting, character traits, problem and solution and story events,
- make predictions,
- draw conclusions,
- identify cause and effect,
- compare and contrast various elements,
- identify author's purpose.
- 11. Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, glossary, captions and maps to comprehend text.
- 12. Explain examples of sensory details and figurative language within the context of nonfiction text.
- 13. Use details from text to
- retell main ideas,
- organize a sequence of events,
- identify cause and effect,
- draw conclusions,
- compare and contrast texts,

- make predictions,
  - make inferences,
  - distinguish between fact and opinion,
  - identify and explain author's purpose,
  - make inferences about problems and solutions.
14. Read and follow three- and four-step directions to complete a task.
15. Follow a writing process to
- independently use a simple graphic organizer in prewriting,
  - generate a draft,
  - routinely revise, edit and proofread,
  - independently publish writing.
16. Use conventions of capitalization in written text-
- holidays,
  - names of counties and countries.
17. In composing text, use
- comma in a series,
  - comma between city and state,
  - apostrophe in contractions,
  - apostrophe in singular possessives, with assistance.
18. Use parts of speech correctly in written text-
- verbs that agree with compound subject,
  - connecting words to link ideas (conjunctions).
19. In writing, use
- correct spelling of grade-level frequently used words,
  - spelling strategies and patterns,
  - classroom resources and dictionary to verify correct spelling.
20. In composing text,
- use complete declarative, interrogative, imperative and exclamatory sentences,
  - identify and write compound sentences.
21. Write narrative text that
- moves through a logical sequence of events,
  - includes details to develop the plot, characters and setting.
22. Identify concepts and ideas in written text to complete an organizer.
23. Write expository and persuasive paragraphs with
- a main idea or point to prove,
  - three or more supporting details,
  - a concluding sentence.
24. Write informational reports, diary/journal entries, organized friendly letters, thank you letters and invitations in a format appropriate to an intended audience and purpose.
25. Listen
- for enjoyment,

- for information,
  - for directions,
  - to identify tone, mood and emotion of verbal and nonverbal communication.
26. Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact).
27. In discussions and presentations,
- present ideas in a logical sequence,
  - identify and apply appropriate speaking techniques such as volume control, pace and eye contact.
28. Give clear and concise three- and four-step oral directions to complete a task.
29. Formulate and research keywords and questions to establish a focus and purpose for inquiry.
30. Locate and use various resources to find information on keywords and questions.
31. Identify relevant information and record main ideas and important details in own words.
32. Informally give credit for others' ideas, images and information found in various resources.
33. Identify and explain intended messages conveyed through oral and visual media.

<p><b>Mathematics</b></p>	<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Read, write and compare decimals to the hundredths place and whole numbers up to six digits.</li> <li>2. <b>Use models, benchmarks and equivalent forms to judge the size of fractions.</b></li> <li>3. Recognize equivalent representations for the same number and generate them by decomposing and composing numbers.</li> <li>4. Classify and describe numbers by their characteristics, including odd, even and multiples.</li> <li>5. Represent and recognize multiplication, using various models, including sets and arrays.</li> <li>6. Apply commutative and identity properties of multiplication to whole numbers.</li> <li>7. Represent a mental strategy used to compute a given multiplication problem (up to two-digit by two-digit multiple of).</li> <li>8. Demonstrate fluency with basic number relationships (12 X 12) of multiplication and division.</li> <li>9. Apply and describe the strategy used to compute a given       <ul style="list-style-type: none"> <li>□ multiplication problem up to a two-digit by two-digit.</li> <li>□ division problem up to a three-digit by one-digit.</li> </ul> </li> <li>10. Estimate and justify the results of multiplication of whole numbers.</li> <li>11. Describe geometric and numeric patterns.</li> <li>12. Analyze patterns using words, tables and graphs.</li> <li>13. Represent a mathematical situation as an expression or number sentence.</li> <li>14. Apply the commutative property of multiplication to whole numbers.</li> <li>15. Model problem situations, using representations such as graphs, tables or number sentences.</li> <li>16. Describe mathematical relationships in terms of constant rates of change.</li> <li>17. Identify and describe the attributes of two- and three-dimensional shapes (prisms, cones, parallelism, perpendicularity).</li> <li>18. Describe the results of subdividing, combining and transforming shapes.</li> <li>19. Describe movement using common language and geometric vocabulary (forward, back, left, right, north, south, east, west).</li> <li>20. Predict the results of sliding/ translating, flipping/reflecting or turning/ rotating around the center point of a polygon.</li> <li>21. Construct a figure with multiple lines of symmetry and identify the lines of symmetry.</li> </ol>
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|  | <p><b>22. Given the picture of a prism, identify the shapes of the faces.</b></p> <p><b>23. Identify and justify the unit of linear measure, including perimeter and customary metric.</b></p> <p><b>24. Identify equivalent linear measures within a system of measurement.</b></p> <p><b>25. Tell time to the nearest minute.</b></p> <p><b>26. Determine change from \$10.00 and add and subtract money values to \$10.00.</b></p> <p><b>27. Select and use benchmarks to estimate measurements (linear, capacity, weight).</b></p> <p><b>28. Select and use benchmarks to estimate measurements of 0-, 45-, 90- degree angles.</b></p> <p><b>29. Determine the area of a polygon on a rectangular grid.</b></p> <p><b>30. Collect data using observations, surveys and experiments.</b></p> <p><b>31. Create tables or graphs to represent categorical and numerical data (including line plots).</b></p> <p><b>32. Describe important features of the data set.</b></p> <p><b>33. Given a set of data, propose and justify conclusions that are based on the data.</b></p> |
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<p>Science</p>	<p><b>The students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. <b><u>Scope and Sequence – Mixtures and Solutions</u></b> <ol style="list-style-type: none"> <li>a. Describe and compare the masses of objects to the nearest gram, using balances.</li> <li>b. Describe and compare the volumes (the amount of space an object occupies) of objects, using a graduated cylinder.</li> <li>c. Recognize no two objects can occupy the same space at the same time (e.g., water level rises when an object or substance, such as a rock, is placed in a quantity of water).</li> <li>d. Classify types of materials (e.g., water, salt, sugar, iron filings, salt water) into substances (materials that have specific physical properties) or mixtures of substances by using their characteristic properties.</li> </ol> </li> <li>2. <b><u>Scope and Sequence – Mixtures and Solutions/Changes on the Earth’s Surface</u></b> <ol style="list-style-type: none"> <li>a. Identify water as a solvent that dissolves materials (Do NOT assess the term <u>solvent</u>).</li> <li>b. Observe and describe how mixtures are made by combining solids or liquids, or a combination of these.</li> <li>c. Distinguish between the components in a mixture (e.g., trail mix, conglomerate rock, salad).</li> <li>d. Describe ways to separate the components of a mixture by their properties (i.e., sorting, filtration, magnets, screening).</li> </ol> </li> <li>3. <b><u>Scope and Sequence – Mixtures and Solutions</u></b> <ol style="list-style-type: none"> <li>a. Recognize that the total mass of a material remains constant whether it is together, in parts, or in a different state.</li> </ol> </li> <li>4. <b><u>Scope and Sequence – Forms of Energy: Electrical Circuits</u></b> <ol style="list-style-type: none"> <li>a. Construct and diagram a complete electric circuit by using a source (e.g., battery), means of transfer (e.g., wires), and receiver (e.g., resistance bulbs, motors, fans).</li> <li>b. Observe and describe the evidence of energy transfer in a closed series circuit (e.g., lit bulb, moving motor, fan).</li> <li>c. Classify materials as conductors or insulators of electricity when placed within a circuit (e.g., wood, pencil lead, plastic, glass, aluminum foil, lemon juice, air, water).</li> </ol> </li> <li>5. <b><u>Scope and Sequence – Forms of Energy: Electrical Circuits</u></b> <ol style="list-style-type: none"> <li>a. Identify the evidence of energy transformations (temperature change, light, sound, motion, and magnetic effects) that occur in electrical circuits.</li> </ol> </li> <li>6. <b><u>Scope and Sequence – Laws of Motion</u></b> <ol style="list-style-type: none"> <li>a. Classify different types of motion (straight line, curved, back and forth).</li> <li>b. Describe an object’s motion in terms of distance and</li> </ol> </li> </ol>
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time.

**7. Scope and Sequence – Laws of Motion**

- a. Identify the forces acting on the motion of objects traveling in a straight line.**
- b. Recognize friction as a force that slows down or stops a moving object that is touching another object or surface.**
- c. Compare the forces (measured by a spring scale in Newtons) required to overcome friction when an object moves over different surfaces (i.e., rough/smooth).**

**8. Scope and Sequence – Laws of Motion**

- a. Determine the gravitational pull of the Earth on an object (weight) using a spring scale.**

**9. Scope and Sequence – Laws of Motion**

- a. Recognize that balanced forces do not affect an object's motion.**
- b. Describe how unbalanced forces acting on an object changes its speed (faster/slower), direction of motion, or both.**
- c. Explain how increasing or decreasing the amount of force on an object affects the motion of that object.**
- d. Explain how the mass of an object (e.g., cars, marbles, rocks, boulders) affects the force required to move it.**
- e. Predict how the change in speed of an object (i.e., faster/slower/remains the same) is affected by the amount of force applied to an object and the mass of the object.**
- f. Predict the effects of an electrostatic force (static electricity) on the motion of objects (attract or repel).**

**10. Scope and Sequence – Interactions Among Organisms and Their Environment**

- a. Identify the ways a specific organism may interact with other organisms or with the environment (e.g., pollination, shelter, seed dispersal, camouflage, migration, hibernation, defensive mechanism).**
- b. Recognize different environments (i.e., pond, forest, prairie) support the life of different types of plants and animals.**

**11. Scope and Sequence – Interactions Among Organisms and Their Environment**

- a. Identify examples in Missouri where human activity has had a beneficial or harmful effect on other organisms (e.g., feeding birds, littering vs. picking up trash, hunting/conservation of species, paving/restoring green space).**

**12. Scope and Sequence – Interactions Among Organisms and Their Environment**

- a. Classify populations of organisms as producers, consumers, or decomposers by the role they serve in the ecosystem.**
- b. Differentiate between the three types of consumers**

(herbivore, carnivore, omnivore).

- c. Categorize organisms as predator or prey in a given ecosystem.

**13. Scope and Sequence – Changes in the Earth’s Surface**

- a. Compare and contrast common fossils found in Missouri (i.e., trilobites, ferns, crinoids, gastropods, bivalves, fish, mastodons) to organisms present on Earth today.

**14. Scope and Sequence – Interactions Among Organisms and Their Environment**

- a. Identify specialized structures and describe how they help plants survive in their environment (e.g., root, cactus needles, thorns, winged seed, waxy leaves).
- b. Identify specialized structures and senses and describe how they help animals survive in their environment (e.g., antennae, body covering, teeth, beaks, whiskers, appendages).
- c. Recognize internal cues (e.g., hunger) and external cues (e.g., changes in the environment) that cause organisms to behave in certain ways (e.g., hunting, migration, hibernation).
- d. Predict which plant or animal will be able to survive in a specific environment based on its special structures or behaviors.

**15. Scope and Sequence – Changes in the Earth’s Surface**

- a. Identify and describe the components of soil (e.g., plant roots and debris, bacteria, fungi, worms, types of rock) and its properties (e.g., odor, color, resistance to erosion, texture, fertility, relative grain size, absorption rate).
- b. Compare the physical properties (i.e., size, shape, color, texture, layering, presence of fossils) of rocks (mixtures of different Earth materials, each with observable physical properties).

**16. Scope and Sequence – Changes in the Earth’s Surface**

- a. Observe and describe the breakdown of plant and animal material into soil through decomposition processes (i.e., decay, rotting, composting, digestion).
- b. Identify the major landforms on Earth (i.e., mountains, plains, oceans, river valleys, coastlines, canyons).
- c. Describe how weathering agents (e.g., water, chemicals, temperature, wind, plants) cause surface changes that create and/or change Earth’s surface materials and/or landforms.
- d. Describe how erosion processes (i.e., action of gravity, waves, wind, rivers, glaciers) cause surface changes that create and/or change Earth’s surface materials and/or landforms.

**17. Scope and Sequence – Changes in the Earth’s Surface**

- a. Identify the ways humans affect the erosion and deposition of Earth’s materials (e.g., clearing of

land, planting vegetation, paving land, construction of new buildings).

- b. Propose ways to solve simple environmental problems (e.g., recycling, composting, ways to decrease soil erosion) that result from human activity.

**18. Scope and Sequence - All Units**

- a. Formulate testable questions and explanations (hypotheses).
- b. Recognize the characteristics of a fair and unbiased test.
- c. Conduct a fair test to answer a question.

**19. Scope and Sequence - All Units**

- a. Make qualitative observations using the five senses.
- b. Make observations using simple tools and equipment (e.g., hand lenses, magnets, thermometers, metric rulers, balances, graduated cylinders, spring scale).
- c. Measure length to the nearest centimeter, mass using grams, temperature using degrees Celsius, volume to the nearest milliliter, weight to the nearest Newton.
- d. Compare amounts/measurements.
- e. Judge whether measurements and computation of quantities are reasonable.

**20. Scope and Sequence - All Units**

- a. Use quantitative and qualitative data as support for reasonable explanations.
- b. Use data as support for observed patterns and relationships, and to make predictions to be tested.

**21. Scope and Sequence - All Units**

- a. Evaluate the reasonableness of an explanation.
- b. Analyze whether evidence supports proposed explanations.

**22. Scope and Sequence - All Units**

Communicate the procedures and results of investigations and explanations through oral presentations, drawings and maps, data tables, graphs (bar, single line, pictograph) and writings.

**23. Scope and Sequence – Forms of Energy: Electrical Circuits**

- a. Design and construct an electrical device, using materials and/or existing objects, that can be used to perform a task (assess locally).

**24. Scope and Sequence – Mixtures and Solutions/Forms of Energy: Electrical Circuits**

- a. Describe how new technologies have helped scientists make better observations and measurements for investigations (e.g., telescopes, magnifiers, balances, microscopes, computers, stethoscopes, thermometers).

**25. Scope and Sequence – Forms of Energy: Electrical**

**Circuits/Laws of Motion/Interactions Among Organisms and Their Environments**

- a. Identify how the effects of inventions or technological advances (e.g., different types of light bulbs, semiconductors/integrated circuits and electronics, satellite imagery, robotics, communication, transportation, generation of energy, renewable materials) may be helpful, harmful, or both (assess locally).

**26. Scope and Sequence – All units**

- a. Research biographical information about various scientists and inventors from different gender and ethnic backgrounds, and describe how their work contributed to science and technology (assess locally).

**27. Scope and Sequence - All Units**

- a. Identify a question that was asked, or could be asked, or a problem that needed to be solved when given a brief scenario (fiction or nonfiction of people working alone or in groups solving everyday problems or learning through discovery).
- b. Work with a group to solve a problem, giving due credit to the ideas and contributions of each group member (assess locally).

<p><b>Social Studies</b></p>	<p>The students will be able to:</p> <ol style="list-style-type: none"><li>1. Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage (Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S Truman and Thomas Hart Benton).</li><li>2. Locate and describe Missouri settlements of people of European and African heritage.</li><li>3. Outline issues of Missouri statehood, such as the Missouri Compromise.</li><li>4. Summarize the events in westward expansion, including people's motivation, their hardships and Missouri as a point of departure to the West.</li><li>5. Explain Missouri's role in the Civil War, i.e., Missouri as a border state.</li><li>6. Describe the changes in Missouri since the Civil War in education, transportation and communication.</li><li>7. Describe the contributions of Thomas Jefferson. Sequence and describe the importance of-<ul style="list-style-type: none"><li>• Louisiana Purchase</li><li>• Lewis and Clark Expedition</li></ul></li><li>8. Evaluate the impact of westward expansion on Native Americans in Missouri.</li><li>9. Describe how authoritative decisions are made, enforced and interpreted within the state government.</li><li>10. Identify and explain the functions of the three branches of state government.</li><li>11. Compare saving and financial investment; explain supply and demand.</li><li>12. Interpret past, explain present, and predict future consequences of economic decisions. (Decisions that are meaningful to fourth graders, such as those made by consumers and those pertaining to the environment).</li><li>13. Explain how the state generates the money to provide goods and services, especially by the collection of sales taxes.</li><li>14. Explain how decisions of households, businesses and governments affect one another.</li><li>15. Construct and interpret maps.</li><li>16. Locate the cities of Kansas City, Springfield, St. Louis, Jefferson City, Columbia, and St. Joseph on a map.</li><li>17. Describe human characteristics of a place, such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks.</li><li>18. Describe how people are affected by, depend on, adapt to, and change their environments.</li></ol>
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|  | <p><b>19. Compare regions (e.g., explain how life in a city region is different from life in a rural region or how landscapes in mountainous regions look different from landscapes in plains regions).</b></p> <p><b>20. Use geography to interpret the past (e.g., why rivers have played an important role in human transportation) and predict future consequences (e.g., what will likely happen if the population of a city increases considerably).</b></p> <p><b>21. Analyze how needs are met by groups and organizations (e.g., governments, businesses, schools, religious institutions, and charitable organizations).</b></p> <p><b>22. Evaluate constructive processes or methods for resolving conflicts by using a problem-solving organizer.</b></p> <p><b>23. Identify, select and use visual, graphic and auditory aids.</b></p> <p><b>24. Identify and evaluate primary and secondary sources (diaries, letters, people, interviews, journals, and photos).</b></p> <p><b>25. Identify and use library and media resources (electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories, books, and cartoons).</b></p> <p><b>26. Identify and create artifacts (building structures and materials, works of cultural art, fossils, pottery, tools, clothing, and musical instruments).</b></p> <p><b>27. Create maps, timelines, diagrams, and cartoons to enhance studies in civics, history, economics, and geography.</b></p> |
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**Fine Arts – Art**

Students in grades 3-5 will demonstrate knowledge of the following art concepts:

**I. Line**

1. There are many different kinds of lines.
2. A line has different characteristics: thick, thin, straight, curved, long, short, ragged, wiry, curly, broken, jagged, smooth, etc.
3. A line is a point (dot) moving in a direction.
4. Artists use lines to create shapes, textures, and patterns.
5. Artists use lines to express feelings and ideas.
6. The horizon line is where the earth appears to touch the sky.
7. The horizon line is a term in perspective used to describe the horizontal line across a picture that is at the artist's eye-level.
8. Parallel lines are two lines running side by side, always staying the same distance from each other and never intersecting.
9. Areas in a composition can be made to look very dark by placing many parallel lines close to each other or by criss-crossing them (cross-hatching).
10. A contour line is the line you see along the outside edge of something or where two edges meet.

**II. Color**

1. There are three primary colors.
2. The primary colors can be mixed to produce secondary colors: green, violet, and orange.
3. When mixing colors, always start with the lightest color and add a very small amount of the darker color until the color desired is achieved.
4. When mixing primary colors with secondary colors, intermediate (tertiary) colors result.
5. All the primary colors mixed together produce brown.
6. Some colors appear warm.
7. Some colors appear cool.
8. Warm colors appear to come forward, while cool colors appear to recede on the picture plane.
9. Color may be used to express feelings or create a mood.
10. Value is the lightness or darkness of color.
11. The value of a color can be changed by adding white (tints) or black (shades) to it.
12. A whole work of art may be done in one color, but using many different values of that color.
13. Complimentary colors are the colors opposite each

other on the color wheel.

14. A complimentary color of any primary color is the combination of the other two primary colors.

### **III. Shape and Form**

1. A shape is created by a closed line. A shape is the external appearance of an object.
2. Complex shapes may be made up of two or more simple shapes.
3. When creating a composition, artists usually start with the large, main shapes first, adding smaller shapes and details later.
4. Some shapes are regular and identifiable: circles, squares, rectangles, and triangles.
5. Some shapes are irregular and have no identifying names.
6. Shape describes two-dimensional configurations, and form describes three-dimensional entities.
7. Form has volume. It is the shape and structure of an object. It is the combination of all characteristics that establish its identity, including size and texture, as well as shape.
8. Forms are geometric (such as cone, cube, sphere) or organic (clouds, trees).

### **IV. Pattern**

1. A pattern is an arrangement of shapes and lines that suggest an overall design, usually involving the repetition of one or more motifs.
2. A pattern may use shapes, colors, or lines that repeat in a planned way.
3. Patterns are found on our clothing, in nature, on fabrics, on walls, etc.

### **V. Texture**

1. Texture is the nature of the surface, the visual or tactile characteristics of a work of art.
2. Visual texture occurs when the surface of a paper appears rough, smooth, satiny, or like a natural texture.
3. Tactile texture occurs when one can actually feel that a surface is rough or smooth.

### **V. Space**

1. Space is an empty area in which something exists.
2. Negative space is the area of empty space surrounding and defining a line, shape, or form and thus of importance in

the total design.

3. Positive space is a shape or form.
4. Objects near the front in a picture appear bigger than those in the background.
5. Overlapping shapes cause one shape to look closer than the other.
6. Objects appear to move back in space as they move up the picture plane and become smaller.
7. Objects in a picture may appear large or small, depending on the point of view of the artist.
8. If you were a worm or bug on the ground (worm's-eye view), everything would appear very large and be above you.
9. The horizon line is where the ground appears to touch the sky. It is always at the eye-level of the artist.

#### **VI. Composition**

1. Composition is the organization of form in a work of art. It generally refers to the relation of shapes, lines, and colors on the two-dimensional picture plane.
2. Contrast is created in artwork with differences between qualities, two such as light color or dark color, patterned areas or solid areas.
3. Balance is created in a composition when the parts seem to be equally important.
4. Symmetry occurs when the parts of a composition are identically arranged on both sides.
5. Emphasis is a way of establishing a part of a picture more important or dominant. Objects, colors, or shapes may become more dominant by filling more space, by repetition, or by contrasting to their surroundings.
6. Unity is the quality of having all the parts look as if they belong together.
7. Variety in a picture is created with different kinds of colors, shapes and lines.

<p><b>Fine Arts – Music</b></p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. <b>Singing:</b> <ol style="list-style-type: none"> <li>a. Continue to sing with increasingly clear tone and wider range</li> <li>b. Sing songs in other languages</li> <li>c. Sing canons, partner songs, rounds, ostinatos, and descants</li> <li>d. Sing simple two-part harmony</li> <li>e. Sing <u>do</u>, <u>re</u>, <u>me</u>, <u>fa</u>, <u>sol</u>, <u>la</u> <u>ti</u> comfortably</li> <li>f. Grow in proper breath support, posture, vowel production, consonant diction, and singing as part of an ensemble</li> </ol> </li> <li>2. <b>Playing:</b> <ol style="list-style-type: none"> <li>a. Play increasingly complex rhythms on Orff-type instruments</li> <li>b. Learn notes on the keyboard</li> <li>c. Use Recorders:           <ol style="list-style-type: none"> <li>a. Use correct fingering and posture to play</li> <li>b. Play a simple melody with the group</li> </ol> </li> </ol> </li> <li>3. <b>Movement:</b> <ol style="list-style-type: none"> <li>a. Conduct patterns for 2/4, 3/4, 4/4 time signatures</li> <li>b. Participate in line and folk dances</li> <li>c. Use and create choreography in songs</li> </ol> </li> <li>4. <b>Reading music:</b> <ol style="list-style-type: none"> <li>a. Read all whole, half, dotted half, quarter, eighth notes and rests in 2/4, 3/4 and 4/4 time signatures</li> <li>b. Know and use all treble clef note names (middle c-high f) and flat and sharp symbols</li> <li>c. Begin learning notes in bass clef</li> <li>d. Know and use terms for ff, pp, andante and presto</li> </ol> </li> <li>5. <b>Listening:</b> <ol style="list-style-type: none"> <li>a. Hear solo music by various instruments and soloists</li> <li>b. Listen for melodic themes in music</li> <li>c. Identify instruments of the orchestra aurally</li> <li>d. Enjoy listening to books related to music and composers</li> </ol> </li> <li>6. <b>Music history:</b> <ol style="list-style-type: none"> <li>a. Know some musical works and composers representative of classical and popular styles, world cultures, and various time periods</li> <li>b. Group selection of aural samples of music into</li> </ol> </li> </ol>
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|  | <p>categories such as classical or popular, Western or non-Western, and contemporary or historical</p> <ul style="list-style-type: none"><li>c. Know variety of songs from U.S and other nations</li><li>d. Recognize a selected sampling of patriotic and folk songs that are representative of Missouri, the US, and other countries</li><li>e. Describe how music can function for different purposes</li></ul> <p>7. Responding:</p> <ul style="list-style-type: none"><li>a. Journal writing</li><li>b. Create short songs</li></ul> <p>8. Participate in church and school music performances</p> |
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<p><b>Spanish</b></p>	<p><b>The students will be able to:</b></p> <ol style="list-style-type: none"> <li><b>1. Review and expand Spanish knowledge of salutations, colors, objects in the classroom, TPR, numbers, etc.</b></li> <li><b>2. Review and expand knowledge of phonics in Spanish.</b></li> <li><b>3. Recognize and understand sports and pastimes in Spanish.</b></li> <li><b>4. Continue to expand knowledge of body parts in Spanish.</b></li> <li><b>5. Continue to expand study of Hispanic cultures in several geographic areas.</b></li> <li><b>6. Continue to expand knowledge of clothing in Spanish.</b></li> <li><b>7. Understand mathematics in Spanish.</b></li> <li><b>8. Expand phonics knowledge in Spanish.</b></li> <li><b>9. Expand knowledge of weather in Spanish.</b></li> <li><b>10. Understand and state types of transportation and traffic signs in Spanish.</b></li> <li><b>11. Expand knowledge of house and furniture items in Spanish.</b></li> <li><b>12. Learn and state the capitol cities of Spanish-speaking countries.</b></li> <li><b>13. Understand the names of stores and other places of business in Spanish.</b></li> </ol>
<p><b>Physical Education</b></p>	<p><b>The students will be able to:</b></p> <ol style="list-style-type: none"> <li><b>1. Demonstrate proficiency in movement, knowledge, and social skills in low-organized and lead-up activities. LO 1, 2, 5, 10</b></li> <li><b>2. Demonstrate knowledge, safety, and fundamental performance skills required in the movements associated with balance and spatial awareness. LO 1, 2, 5</b></li> <li><b>3. Demonstrate knowledge of basic physiological principles related to physical fitness and application of these principles to their lifestyles. LO 3, 5, 6, 7, 8, 9</b></li> <li><b>4. Demonstrate knowledge and performance skills in a variety of team, individual, and dual sports. LO 1, 2, 10</b></li> <li><b>5. Demonstrate knowledge, understanding, and performance skills required for basic rhythms and other lifetime activities. LO 1, 2, 5, 10</b></li> <li><b>6. Demonstrate an understanding of levels, performance, and limitations among fellow students. LO 5</b></li> <li><b>7. Identify the components of fitness and how they relate to a healthy lifestyle. LO 3</b></li> <li><b>8. Respect others' talents and limitations. LO 1, 2, 3</b></li> <li><b>9. Encourage others as they reach goals, show improvement, or need more chances to reach personal</b></li> </ol>

	<p>goals. LO 3</p> <p><b>10. Consider the feelings of others when choosing activities and teams. LO 3</b></p> <p><b>11. Participate responsibly in the care and use of physical education equipment. LO 10</b></p>
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<p><b>Health</b></p>	<p>The students will be able to:</p> <p><b><u>HEALTH</u></b></p> <ul style="list-style-type: none"> <li>• Identify basic body systems (nervous, muscular, cardio/circulatory)</li> <li>• Demonstrate how the body systems function (nervous, muscular, cardio/circulatory)</li> <li>• Recognize hereditary factors that affect growth and development</li> <li>• Identify healthy practices for the prevention of non-communicable diseases (heart disease, Type II diabetes, cancer).</li> <li>• Identify the practices that reduce risk factors for non-communicable disease (smoking)</li> <li>• Demonstrate appropriate use of personal space</li> <li>• Define appropriate and inappropriate touch</li> <li>• Recognize the right for the refusal of unsafe activity</li> <li>• Identify the various aspects of harassment (bullying, teasing, threatening)</li> <li>• Describe appropriate responses to harassment</li> <li>• Identify safe and risky behaviors at home, school, and in the community</li> <li>• Identify injury prevention behaviors (fire, water, bike)</li> <li>• Identify terms/definitions related to abuse and risky situations</li> <li>• Illustrate the decision-making model (Is it safe? Is it legal? Would your parents approve?) in a script, skit or dialogue</li> <li>• Dramatize conflict and anger management situations (role playing, discuss and evaluate)</li> <li>• Describe getting/giving reliable help (peers, teachers, parents, emergency personnel...sheriff, fire, 911, poison control, neighbor, self)</li> <li>• Know and define vocabulary: crisis, emergency situations, simple or immediate first aid (bee stings, burns, choking, poison, nose bleed)</li> <li>• Compare definitions of stress (eustress and distress)</li> <li>• Identify signals of stress</li> <li>• Select appropriate help (who, when, how)</li> <li>• Demonstrate skills involved in avoiding risky situations (including refusal skills).</li> <li>• Recognize the consequences of alcohol, tobacco, and other drug use (legal, health risks, parents)</li> <li>• List criteria for judging reliable sources of health information (parents, medical information, community agencies, etc.)</li> <li>• Apply research skills: fact vs. myth, fiction vs. non-fiction,</li> </ul>
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**web-based information**

- **Identify the techniques used by media for persuasion (bandwagon and testimonial as associated with tobacco, alcohol, toy, and food products)**
- **Identify products, resources, and messages that promote health (wear seatbelts, bike helmets, video).**
- **Recognize hidden messages (*happier, richer, fit-in, join the crowd*) in advertising situations**
- **Demonstrate how to avoid risky situations.**
- **Demonstrate using appropriate social skills in all settings**
- **Develop strategies to choose appropriate emotional responses affecting relationships**
- **Use appropriate strategies to resolve emotional situations affecting self and others**
- **Illustrate (i.e., fitness log, portfolio, and journaling) the physical fitness components used to perform age-appropriate activities (chores, jobs, play).**
- **Use safety principles when performing age appropriate activities (i.e., chores, exercises, stretching, play).**
- **Evaluate and apply health and fitness practices as it impacts daily health to avoid disease (stress, diet, regular exercise)**

**NUTRITION**

- **List the key nutrients (carbohydrates, proteins, fats) in appropriate food groups**
- **Analyze caloric intake and expenditure.**
- **Identify how the various components of fitness relate to the activity pyramid.**
- **Recognize how dietary habits (food selection) affect overall health and growth/development**