

Tales of the Trails

ENGLISH LANGUAGE ARTS

| Goal | | Standard | |
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| 4 | Listen and speak effectively in a variety of situations. | 4.A.1a | Listen attentively by facing the speakers, making eye contact and paraphrasing what is said. |
| | | 4.A.1b | Ask questions and respond to questions from the teacher and from group members to improve comprehension. |
| | | 4.A.1c | Follow oral directions accurately. |
| | | 4.A.1d | Use visually oriented and auditorily based media |
| | | 4.B.1b | Participate in discussions around a common topic. |
| | | 4.A.2b | Ask and respond to questions related to oral presentations and messages in small and large group settings. |
| | | 4.A.2c | Restate and carry out a variety of oral instructions. |
| | | 4.B.2b | Use speaking skills and procedures to participate in group discussions. |

SCIENCE

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| 11 | Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems. | 11.A.1a | Describe an observed event. |
| | | 11.A.1b | Develop questions on scientific topics. |
| | | 11.A.2a | Formulate questions on a specific science topic and choose the steps needed to answer the questions. |
| 12 | Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences. | 12.B.1a | Describe and compare characteristics of living things in relationship to their environments. |
| | | 12.B.1b | Describe how living things depend on one another for survival. |
| | | 12.E.1a | Identify components and describe diverse features of the Earth's land, water and atmospheric systems. |
| | | 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). |
| | | 12.E.2a | Identify and explain natural cycles of the Earth's land, water and atmospheric systems |

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| | | | (e.g., rock cycle, water cycle, weather patterns). |
| 13 | Understand the relationships among science, technology and society in historical and contemporary contexts. | 13.A.1a | Use basic safety practices (e.g., not tasting materials without permission, “stop/drop/roll”). |
| | | 13.A.1c | Explain how knowledge can be gained by careful observation. |
| | | 13.A.2a | Demonstrate ways to avoid injury when conducting science activities (e.g., wearing goggles, fire extinguisher use). |
| | | 13.A.2c | Explain why keeping accurate and detailed records is important. |
| | | 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). |
| | | 13.B.2b | Describe the effects on society of scientific and technological innovations (e.g., antibiotics, steam engine, digital computer). |
| | | 13.B.2c | Identify and explain ways that science and technology influence the lives and careers of people. |
| | | 13.B.2e | Identify and explain ways that technology changes ecosystems (e.g., dams, highways, buildings, communication networks, power plants). |
| | | 13.B.2f | Analyze how specific personal and societal choices that humans make affect local, regional and global ecosystems (e.g., lawn and garden care, mass transit). |
| <i>SOCIAL SCIENCE</i> | | | |
| 16 | Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations. | 16.A.1a | Explain the difference between past, present and future time; place themselves in time. |
| | | 16.E.1 | (US) Describe how the local environment has changed over time. |
| | | 16.E.2a | (US) Describe environmental factors that drew settlers to the state and region. |
| 17 | Understand world geography and the effects of geography on society, with an emphasis on the United States. | 17.A.1b | Identify the characteristics and purposes of geographic representations including maps, globes, graphs, photographs, software, digital images and be able to locate specific places using each. |
| | | 17.B.1a | Identify components of the Earth’s physical systems. |
| | | 17.B.1b | Describe physical components of ecosystems. |
| | | 17.C.1a | Identify ways people depend on and interact with the physical environment (e.g., farming, fishing, hydroelectric power). |
| | | 17.C.1b | Identify opportunities and physical constraints of the physical environment. |
| | | 17.A.2a | Compare the physical characteristics of places including soils, land forms, vegetation, wildlife, climate, natural hazards. |
| | | 17.A.2b | Use maps and other geographic representations |

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| | | | and instruments to gather information about people, places and environments. |
| | | 17.B.2a | Describe how physical and human processes shape spatial patterns including erosion, agriculture and settlement. |
| | | 17.B.2b | Explain how physical and living components interact in a variety of ecosystems including desert, prairie, flood plain, forest, tundra. |
| | | 17.C.2a | Describe how natural events in the physical environment affect human activities. |
| | | 17.C.2c | Explain how human activity affects the environment. |
| | | 17.D.2b | Identify different settlement patterns in Illinois and the United States and relate them to physical features and resources. |
| <i>PHYSICAL DEVELOPMENT AND HEALTH</i> | | | |
| 19 | Acquire movement skills and Understand concepts needed to engage in health enhancing physical activity. | 19.A.1 | Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills. |
| | | 19.B.1 | Understand spatial awareness and relationships to objects and people. |
| | | 19.C.1 | Demonstrate safe movement in physical activities. |
| | | 19.C.2a | Identify and apply rules and safety procedures in physical activities. |
| 21 | Develop team-building skills by working with others through physical activity. | 21.A.1a | Follow directions and class procedures while participating in physical activities. |
| | | 21.A.2a | Accept responsibility for their own actions in group physical activities. |
| | | 21.A.1b | Use identified procedures and safe practices with little or no reinforcement during group physical activities. |
| | | 21.A.2b | Use identified procedures and safe practices without reminders during group physical activities. |
| | | 21.B.1 | Work cooperatively with another to accomplish an assigned task. |
| | | 21.B.2 | Work cooperatively with a partner or small group to reach a shared goal during physical activity. |
| <i>Fine Arts</i> | | | |
| 27 | Understand the role of the arts in civilizations, past and present. | 27.B.1 | Know how images, sounds and movement convey stories about people, places and times. |
| | | 27.B.2 | Identify and describe how the arts communicate the similarities and differences among various people, places and times. |