

LANGUAGE ARTS (Illinois Learning Standards 1-3) Goal – Read fluently & understand a variety of written materials as well as communicate, listen and develop a command of the language demonstrated through thinking and writing.

Reading	Writing
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate mastery of the long/short vowels and consonants sounds <input type="checkbox"/> Use letter-sound knowledge and age appropriate sight words to read <input type="checkbox"/> Use word families to read words in sentences <input type="checkbox"/> Use phonemic awareness knowledge to identify and recognize rhyme, letter/sound relationships & patterns in words orally <input type="checkbox"/> Use a variety of reading strategies to self-monitor & self-correct miscues that interfere with meaning <input type="checkbox"/> Use text clues & prior knowledge to make & justify predictions <input type="checkbox"/> Identify character, setting, and problem/solution to retell a story in their own words with correct sequence <input type="checkbox"/> Make connections between life experiences and other books. <input type="checkbox"/> Use picture clues to read and understand a story <input type="checkbox"/> Read a variety of genre <input type="checkbox"/> Read and apply information presented in tables, charts, graphs and diagrams <input type="checkbox"/> Read grade-level appropriate material with fluency and accuracy <input type="checkbox"/> Correctly name important words to understanding a story <input type="checkbox"/> Relate words to life experience <input type="checkbox"/> Use new words (vocabulary) in speaking, reading, and writing <input type="checkbox"/> Show an interest in new words <input type="checkbox"/> Use antonyms and synonyms in speaking and writing 	<ul style="list-style-type: none"> <input type="checkbox"/> Generate and organize ideas using graphic organizers <input type="checkbox"/> Compose a piece of writing with a beginning, middle and end <input type="checkbox"/> Support main point/focus with specific facts, details and/or description <input type="checkbox"/> Use the writing process to create expository and narrative works <input type="checkbox"/> Demonstrate proper use of rules of capitalization, punctuation and spelling in writing samples

MATHEMATICS (Illinois Learning Standards 6-10) Goal – Identify, describe and investigate patterns and challenges with numbers, quantities, data, numerical relationships and operations in order to investigate, reason, visualize and problem solve.

<ul style="list-style-type: none"> <input type="checkbox"/> Recognize, count, write, order and compare numbers and sets through 100 <input type="checkbox"/> Read and write numbers through 100 <input type="checkbox"/> Model addition/subtraction concepts & use addition/subtraction properties to solve problems & find sums/differences through 12 <input type="checkbox"/> Read, make and use graphs to compare information <input type="checkbox"/> Apply skills and strategies to solve problems <input type="checkbox"/> Use related facts to write and solve addition & subtraction fact families <input type="checkbox"/> Identify, describe, classify, compare & sort plane & solid shapes <input type="checkbox"/> Use position words & grids to describe & locate objects <input type="checkbox"/> Identify transformations of shapes and symmetry in shapes <input type="checkbox"/> Identify, create, and extend patterns 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and name $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$ of a region or set <input type="checkbox"/> Count and regroup 10s and 1s <input type="checkbox"/> Identify place value through 99 <input type="checkbox"/> Identify ordinal numbers first through tenth <input type="checkbox"/> Orally count by 2s to 20 <input type="checkbox"/> Orally count by 5s and 10s to 100 <input type="checkbox"/> Identify odd and even numbers <input type="checkbox"/> Tell time to the hour and half hour using analog and digital clocks <input type="checkbox"/> Compare time, order events, and determine elapsed time <input type="checkbox"/> Use a calendar <input type="checkbox"/> Identify and know value of pennies, nickels, dimes, and quarters <input type="checkbox"/> Identify the value of mixed coin groups <input type="checkbox"/> Use addition to add two and three addends to 20 <input type="checkbox"/> Find a missing addend
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SCIENCE (Illinois Learning Standards 11-13) Goal – *Develop an understanding of the inquiry process through experimentation as it relates life, physical, and earth & space sciences while integrating technology and connecting knowledge to everyday life.*

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| <ul style="list-style-type: none"> <input type="checkbox"/> Identify and describe parts and functions of living things <input type="checkbox"/> Distinguish between living organisms and non-living objects <input type="checkbox"/> Identify and describe the basic needs of living things <input type="checkbox"/> Describe the life cycles of living things <input type="checkbox"/> Describe how living things depend on each other <input type="checkbox"/> Identify and describe patterns of weather and seasonal changes <input type="checkbox"/> Identify components and describe diverse features of the Earth's land, water, and atmospheric systems <input type="checkbox"/> Demonstrate ways to reduce, reuse, recycle materials | <ul style="list-style-type: none"> <input type="checkbox"/> Identify and compare sources of energy <input type="checkbox"/> Compare size, shape, color, texture, and odor of matter <input type="checkbox"/> Identify types of motion <input type="checkbox"/> Experience force such as push, pull, gravity and magnetism <input type="checkbox"/> Develop questions on scientific topics <input type="checkbox"/> Make predictions <input type="checkbox"/> Participate in an experiment <input type="checkbox"/> Collect and represent data <input type="checkbox"/> Use common scientific equipment <input type="checkbox"/> Use proper safety practices |
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SOCIAL SCIENCE (Illinois Learning Standards 14-18) Goal – *To prepare students to become citizens of a culturally diverse, democratic society in an interdependent world so that they may make informed and reasoned decisions for the public good*

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| <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate the characteristics of honesty, respect, fairness, caring, responsibility, trustworthiness and citizenship <input type="checkbox"/> Distinguish between needs and wants <input type="checkbox"/> Understand fire, bus, school, home, and personal safety <input type="checkbox"/> Understand significance of national holidays and contributions of historical and present political figures | <ul style="list-style-type: none"> <input type="checkbox"/> Respect for culture, customs, and symbols of our country <input type="checkbox"/> Identify diverse characteristics of individuals and families and communities <input type="checkbox"/> Identify public goods and services |
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PHYSICAL EDUCATION (Illinois Learning Standards 19-21) Goal - *To provide students with the opportunity to develop and apply skills needed for participation in personal fitness activities that contribute to a healthy lifestyle.*

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| <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate control when performing fundamental locomotor, non-locomotor, and manipulative skills <input type="checkbox"/> Use strength and control to effectively accomplish tasks <input type="checkbox"/> Use eye-hand coordination to perform tasks <input type="checkbox"/> Use opposite foot/hand to throw an object <input type="checkbox"/> Coordinate movements to perform complex tasks <input type="checkbox"/> Show understanding and follow simple safety rules <input type="checkbox"/> Understand the importance of physical fitness <input type="checkbox"/> Understand spatial awareness <input type="checkbox"/> Follow rules and procedures when participating in group physical activity | <ul style="list-style-type: none"> <input type="checkbox"/> Follow directions with little or no reinforcement during periods of group activity <input type="checkbox"/> Work independently on a task for short periods of time <input type="checkbox"/> Demonstrate ability to cooperate with others during group physical activities <input type="checkbox"/> Sustain moderate physical activity <input type="checkbox"/> Recognize that physical activity is good for personal well-being for life <input type="checkbox"/> Actively participate in physical education |
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HEALTH AND SOCIAL SKILLS (Illinois Learning Standards 22-24) Goal – *To facilitate positive behaviors and attitudes (character education, career education, and health education) that lead to a lifetime of good health.*

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| <ul style="list-style-type: none"> <input type="checkbox"/> Identify and demonstrate responsible healthy behaviors (nutrition, exercise, food, sleep, hygiene) | |
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MUSIC (Illinois Learning Standards 25-27) Goal – *To explore the sensory elements, organizational principles, and expressive qualities of music and to learn about production and performance of music and its role in civilization.*

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| <ul style="list-style-type: none"> <input type="checkbox"/> Imitate loud, soft, high, and low sounds <input type="checkbox"/> Identify fast and slow music <input type="checkbox"/> Identify tone colors of voices, environmental sounds, and classroom instruments <input type="checkbox"/> Imitate long and short sounds <input type="checkbox"/> Echo a steady beat <input type="checkbox"/> Indicate phrase or sections in a simple AB and ABA | <ul style="list-style-type: none"> <input type="checkbox"/> Identify classroom instruments visually <input type="checkbox"/> Use appropriate vocal timbre and volume when singing classroom songs <input type="checkbox"/> Interpret basic rhythmic notation symbols <input type="checkbox"/> Sing or play accurately simple pitch notation using a symbol system <input type="checkbox"/> Sing songs of various cultures in rhythm maintaining a |
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<p>song</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the sensory element that creates a mood, emotion, or idea in a musical example <input type="checkbox"/> Identify different types of voices <input type="checkbox"/> Label environmental sounds 	<p>steady tempo</p> <ul style="list-style-type: none"> <input type="checkbox"/> Improvise a rhythmic accompaniment for songs of various cultures <input type="checkbox"/> Create short vocal or instrumental melodies within specific guidelines <input type="checkbox"/> Distinguish between roles of musician and audience
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VISUAL ART (Illinois Learning Standards 25-27) Goal – *To learn the language of the arts, develop an understanding of how works of art are produced, and to learn about the role of the arts in past and present civilizations.*

<ul style="list-style-type: none"> <input type="checkbox"/> Recognize various types of lines (e.g. thick/thin and long/short) <input type="checkbox"/> Distinguish between rough and smooth texture <input type="checkbox"/> Identify a variety of textures <input type="checkbox"/> Recognize examples of neutral colors found in nature <input type="checkbox"/> Explore the elements of visual arts <input type="checkbox"/> Describe the theme, idea, feeling or story within an artwork <input type="checkbox"/> Select the correct tools necessary to create a 2-D or 3-D piece of work <input type="checkbox"/> Demonstrate the safe use of materials and tools 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate the use and care of art making tools and media <input type="checkbox"/> Create 2-D and 3-D art work showing imagination and personal ideas <input type="checkbox"/> Create sculpture using additive processes <input type="checkbox"/> Tell about personal experience in the arts <input type="checkbox"/> Share positive comments about performance or art work <input type="checkbox"/> Describe occupations that are related to the arts (i.e. photographer and illustrator) <input type="checkbox"/> Identify the images and objects from a work of art and describe what they tell about people, time, places and everyday life
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