

**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"> <li><input type="checkbox"/> Read and comprehend unfamiliar words applying root words, prefixes, suffixes, synonyms, and antonyms.</li> <li><input type="checkbox"/> Apply comprehension strategies through predicting, connecting, visualizing, asking questions, summarizing and synthesizing.</li> <li><input type="checkbox"/> Comprehend main idea, plot, setting, characters, and sequence through the study of fiction and fantasy.</li> <li><input type="checkbox"/> Use table of content, headings, glossary and index in non-fiction text</li> <li><input type="checkbox"/> Connect illustrations, tables, maps and charts to the purpose of the text.</li> <li><input type="checkbox"/> Answer explicit and inferential questions about a story or text</li> <li><input type="checkbox"/> Read grade-level appropriate material with fluency and accuracy.</li> <li><input type="checkbox"/> Relate words to life experience</li> <li><input type="checkbox"/> Use new words (vocabulary) in speaking, reading, and writing</li> <li><input type="checkbox"/> Show an interest in new words.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Write a paragraph that supports a main idea with specific details and elaboration.</li> <li><input type="checkbox"/> Identify and use appropriately noun, verb, adjective and adverb.</li> <li><input type="checkbox"/> Incorporate appropriate technology to support writing.</li> <li><input type="checkbox"/> Edit for spelling, punctuation and grammar with increasing accuracy.</li> <li><input type="checkbox"/> Experiment with dialogue.</li> <li><input type="checkbox"/> Use resources (e.g., thesaurus and word lists) to make writing more effective with guidance.</li> <li><input type="checkbox"/> Uses commas and apostrophes correctly with increasing accuracy.</li> <li><input type="checkbox"/> Communicate connections and ideas in all subject areas through written response.</li> <li><input type="checkbox"/> Use strategies like brainstorming, outlining and graphic organizers to generate ideas.</li> <li><input type="checkbox"/> Write expository, persuasive, narrative and creative works.</li> <li><input type="checkbox"/> Compose letters, plays, short stories and poetry</li> <li><input type="checkbox"/> Correctly spell high frequency words.</li> <li><input type="checkbox"/> Write daily in journals with and without prompts.</li> </ul>

**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"> <li><input type="checkbox"/> Recognize and identify different uses of numbers</li> <li><input type="checkbox"/> Read, write, and identify place values of digits 1-100,000</li> <li><input type="checkbox"/> Compare, order, and round money and whole numbers through 4 digits</li> <li><input type="checkbox"/> Count, compare, and estimate with coins and bills, and make change</li> <li><input type="checkbox"/> Solve problems using skills and strategies</li> <li><input type="checkbox"/> Use addition properties and subtraction rules</li> <li><input type="checkbox"/> Estimate sums and differences</li> <li><input type="checkbox"/> Add and subtract two-, three-, and four-digit numbers with and without regrouping</li> <li><input type="checkbox"/> Collect, organize, and analyze data; use the concepts of range, median, and mode</li> <li><input type="checkbox"/> Make and interpret line plots, pictographs, and bar graphs</li> <li><input type="checkbox"/> Read and make graphs with ordered pairs</li> <li><input type="checkbox"/> Identify outcomes and determine the likelihood of an occurrence; make predictions</li> <li><input type="checkbox"/> Use multiplication properties</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use basic multiplication facts for 0-10</li> <li><input type="checkbox"/> Read and write time to the minute; determine elapsed time using clocks and calendars</li> <li><input type="checkbox"/> Read, write, and compare temperatures in degrees Fahrenheit and degrees Celsius</li> <li><input type="checkbox"/> Estimate, measure, compare, and convert customary and metric units of length, capacity, and weight/mass</li> <li><input type="checkbox"/> Name and describe characteristics of points, lines, line segments, rays, and angles</li> <li><input type="checkbox"/> Identify and classify plane and solid figures, and solid geometric figures</li> <li><input type="checkbox"/> Identify congruent figures, similar figures, and lines of symmetry</li> <li><input type="checkbox"/> Explore transformations</li> <li><input type="checkbox"/> Estimate and find perimeter, area, and volume</li> <li><input type="checkbox"/> Introduce and explore parts of regions and groups; find fractional parts of a group, and equivalent fractions</li> <li><input type="checkbox"/> Estimate products</li> </ul>
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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.**

<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify properties of matter and energy and the interaction between them</li> <li><input type="checkbox"/> Know and apply concepts that describe force and motion</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explain how good hygiene can prevent illness</li> <li><input type="checkbox"/> Describe ways that viruses are transmitted</li> </ul>
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and the principles that explain them	
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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***

<input type="checkbox"/> Understand the purpose and uses for maps and globes <input type="checkbox"/> Understand map symbols <input type="checkbox"/> Understand and find cardinal and intermediate directions <input type="checkbox"/> Understand seasons, climate, conservation, pollution, and natural resources <input type="checkbox"/> Understand movement of people (immigration, colonization and settlement), products (trade) and ideas (culture diffusion) <input type="checkbox"/> Understand timelines and corresponding events	<input type="checkbox"/> Understand national identity: flag, symbols, customs and traditions <input type="checkbox"/> Understand important contributions to our country by individuals, events, and groups <input type="checkbox"/> Understand civil rights and responsibilities <input type="checkbox"/> Understand the purpose of government <input type="checkbox"/> Understand basic economic needs, goods, and services <input type="checkbox"/> Understand ideas of shared humanity and culture
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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.***

<input type="checkbox"/> Skill development in a variety of motor, non-motor, and manipulative skills <input type="checkbox"/> Health-related fitness activity and assessment	<input type="checkbox"/> Opportunity to improve social and cooperative skills <input type="checkbox"/> Promotion of regular amounts of appropriate physical activity now and throughout life
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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.***

<input type="checkbox"/> Know bus, playground, home, and fire safety rules <input type="checkbox"/> Practice personal hygiene behaviors <input type="checkbox"/> Identify roles of school personnel <input type="checkbox"/> Name items that pollute the environment <input type="checkbox"/> Identify forms of pollution found in school community and home <input type="checkbox"/> Identify ways pollution can be a health risk <input type="checkbox"/> Know causes of water pollution	<input type="checkbox"/> Explain the effects of health related actions on the body systems <input type="checkbox"/> Describe factors that affect growth and development <input type="checkbox"/> Know how to make good choices <input type="checkbox"/> Use nonverbal communication <input type="checkbox"/> Practice good dental health and personal hygiene <input type="checkbox"/> Make appropriate health choices <input type="checkbox"/> Respect each other’s personal space <input type="checkbox"/> Know where and how to receive medical assistance
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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.***

<input type="checkbox"/> Describe tempos and dynamic levels in a simple musical example <input type="checkbox"/> Identify tone colors of a variety of musical instruments <input type="checkbox"/> Replicate the rhythmic pattern of a given musical example <input type="checkbox"/> Demonstrate duple and triple meter <input type="checkbox"/> Identify melodies going upward, downward and staying the same in a written musical example <input type="checkbox"/> Define melody and harmony <input type="checkbox"/> Describe the repetition and contrast of form in a musical example <input type="checkbox"/> Classify voices by range	<input type="checkbox"/> Identify band/orchestral instruments from aural examples <input type="checkbox"/> Describe how instruments produce their sound <input type="checkbox"/> Demonstrate basic vocal and instrumental technique <input type="checkbox"/> Notate simple rhythmic and melodic patterns <input type="checkbox"/> Sing or play accurately simple patterns from a written score <input type="checkbox"/> Identify groupings of instruments and voices <input type="checkbox"/> Sing or play music on pitch, in rhythm, with appropriate timbre and proper technique <input type="checkbox"/> Improvise simple rhythmic variations or simple melodic embellishments on a familiar theme <input type="checkbox"/> Create short songs within specified guidelines
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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.***

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| <ul style="list-style-type: none"><li><input type="checkbox"/> Understands tints, shades, tones and monochromatic colors</li><li><input type="checkbox"/> Define 3-D, draw illusion of 3-D, create sculpture</li><li><input type="checkbox"/> Demonstrate lines in architecture</li><li><input type="checkbox"/> Create tactile texture in a work of art</li><li><input type="checkbox"/> Examine foreground, middleground, background, arial perspective</li><li><input type="checkbox"/> Examine patterns found in nature</li><li><input type="checkbox"/> Compare informal asymmetrical balance</li><li><input type="checkbox"/> Experiment with contrast in color</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> Use color value</li><li><input type="checkbox"/> Identify similarities in and among the arts</li><li><input type="checkbox"/> Understands how to create paintings, drawings, sculptures, printings, and mixed media</li><li><input type="checkbox"/> Designs a Red Ribbon week poster to show concern about social issues</li><li><input type="checkbox"/> Understands the role of an architect and sculptor</li><li><input type="checkbox"/> Examines the characteristic styles of artists, cultures and folk art</li></ul> |
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