

**Urbana School District #116**  
**SECOND GRADE CORE EXPECTATIONS**

**LANGUAGE ARTS**

Illinois State Goal 1: Read with understanding and fluency.

State Standard	District Core Expectations
1A: Apply word analysis and vocabulary skills to comprehend selections.	<ul style="list-style-type: none"> <li>• Know short- and long-vowel sounds</li> <li>• Rhyme using blends and word families</li> <li>• Recognize patterns in words</li> <li>• Blend and segment sounds in one-syllable and multi-syllable words</li> <li>• Use root words, prefixes and suffixes to read unknown words</li> <li>• Sort words into sets and groups</li> <li>• Talk about the meaning of and use new words I have learned</li> <li>• Use knowledge about small words to predict the meaning of compound words</li> </ul>
1B: Apply reading strategies to improve understanding and fluency.	<ul style="list-style-type: none"> <li>• Read aloud grade-level text fluently and accurately</li> <li>• Recognize sight words on grade level list</li> <li>• Use text structure and context clues to help me understand what is read</li> <li>• Check for understanding during reading</li> </ul>
1C: Comprehend a broad range of reading materials.	<ul style="list-style-type: none"> <li>• Put events in a story in the right order (e.g., beginning, middle, end)</li> <li>• Summarize information in a text</li> <li>• Retell facts and details after reading</li> <li>• Answer questions about a story or text</li> <li>• Make text-self and text-text connections</li> </ul>

Illinois State Goal 2: Read and understand literature representative of various societies, eras and idea.

State Standard	District Core Expectations
2A: Understand how literary elements and techniques are used to convey meaning.	<ul style="list-style-type: none"> <li>• Describe, compare and answer questions about characters, settings, plots, problem/solution, main ideas and events</li> <li>• Tell how authors and illustrators express their ideas in text and graphics</li> <li>• Make inferences about story elements (reasons why, possible outcomes)</li> </ul>
2B: Read and interpret a variety of literary works	<ul style="list-style-type: none"> <li>• Read a variety of texts</li> <li>• Compare different versions of the same story from different cultures and times</li> <li>• Answer explicit and inferential questions about a text</li> <li>• Relate character, setting, and plot to real-life situations</li> </ul>

Illinois State Goal 3: Write to communicate for a variety of purposes.

State Standard	District Core Expectations
3A: Use correct grammar, spelling, punctuation, capitalization and structure.	<ul style="list-style-type: none"> <li>• Use correct subject-verb agreement</li> <li>• Use capital letters for all proper nouns, words at the beginning of sentences and greetings, months and days of the week, titles and initials</li> <li>• Use commas correctly in letters, dates and things in a series</li> <li>• Correctly spell high frequency words</li> <li>• Write legibly using manuscript letters</li> </ul>
3B: Compose well-organized and coherent writing for specific purposes and audiences.	<ul style="list-style-type: none"> <li>• Revise drafts of own writing to improve sequence and detail with help</li> <li>• Edit own writing using the grade-level editing checklist</li> <li>• Develop an idea that has a beginning, middle, and end</li> <li>• Write three paragraphs on a single topic</li> <li>• Use strategies to write narrative and expository text</li> </ul>
3C: Communicate ideas in writing to accomplish a variety of purposes.	<ul style="list-style-type: none"> <li>• Write for different purposes (tell a story, describe, inform, entertain, respond to literature)</li> <li>• Write a variety of pieces (e.g., stories, reports, letters, instructions, poetry)</li> </ul>

Illinois State Goal 4: Listen and speak effectively in a variety of situations.

State Standard	District Core Expectations
4A: Listen effectively in formal and informal situations	<ul style="list-style-type: none"> <li>• Listen for specific purposes</li> <li>• Ask questions to clarify meaning</li> <li>• Follow directions</li> </ul>
4B: Speak effectively using language appropriate to the situation and audience.	<ul style="list-style-type: none"> <li>• Stand and speak to a group</li> <li>• Present ideas in reasonable order or logical sequence</li> <li>• Contribute to conversations and discussions</li> <li>• Speak for different purposes (e.g., inform entertain, persuade)</li> </ul>

Illinois State Goal 5: Use the language arts to acquire, assess and communicate information.

State Standard	District Core Expectations
<p>5A: Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.</p>	<ul style="list-style-type: none"> <li>• Tell the difference between a statement and question</li> <li>• Alphabetize a list of words by the second letter</li> <li>• Find words in dictionaries and topics in encyclopedias</li> <li>• Use text, titles, chapter headings, captions and illustrations to locate information</li> <li>• Make questions and gather information to answer them</li> </ul>
<p>5B: Analyze and evaluate information acquired from various sources.</p>	<ul style="list-style-type: none"> <li>• Retell facts and details after reading</li> <li>• Select a text to answer specific questions</li> <li>• Identify the main idea</li> <li>• Gather information for a specific topic or purpose and sort it into major categories</li> <li>• Identify specific parts of a text to support a point</li> <li>• Use charts, diagrams, graphs, or maps to gather information</li> </ul>
<p>5C: Apply acquired information, concepts, and ideas to communicate in a variety of formats.</p>	<ul style="list-style-type: none"> <li>• Create and/ or use graphic organizers to help understand information</li> <li>• Organize and share information about a topic with help</li> <li>• Share information by talking, writing, or using technology</li> </ul>

## MATHEMATICS

Illinois 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 Standard	District Core Expectations
6A: Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.	<ul style="list-style-type: none"> <li>• Build, identify and write numbers up to 1,000</li> <li>• Know place values to 1,000</li> <li>• Order and compare numbers up to 1,000</li> <li>• Uses <math>&lt;</math>, <math>&gt;</math>, and <math>=</math></li> <li>• Identify and compare <math>\frac{1}{2}</math>s, <math>\frac{1}{4}</math>s, and <math>\frac{1}{3}</math>s</li> </ul>
6B: Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.	<ul style="list-style-type: none"> <li>• Solve problems involving addition (1- and 2-digits) with and without regrouping.</li> <li>• Solve problems involving addition and subtraction without regrouping.</li> <li>• Solve money problems up to \$1.00.</li> <li>• Use the relationship between addition and subtraction to solve problems (fact families) to 20.</li> </ul>
6C: Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.	<ul style="list-style-type: none"> <li>• Make reasonable estimates in different situations</li> <li>• Round to the 10s place</li> </ul>
6D: Solve problems using comparison of quantities, ratios, proportions and percents.	NA

Illinois State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.

State Standard	District Core Expectations
7A: Measure and compare quantities using appropriate units, instruments and methods.	<ul style="list-style-type: none"> <li>• Tell time to the nearest half hour</li> <li>• Tell the relationship between days, weeks, months, and years</li> <li>• Choose and use the right tool to measure things</li> <li>• Measure length using centimeters, inches, and feet</li> </ul>
7B: Estimate measurements and determine acceptable levels of accuracy.	<ul style="list-style-type: none"> <li>• Compare and estimate length</li> </ul>
7C: Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.	

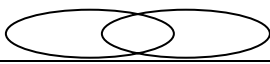
**Illinois State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results**

State Standard	District Core Expectations
8A: Describe numerical relationships using variables and patterns.	<ul style="list-style-type: none"> <li>Describe and create shape or number patterns</li> <li>Write a number sentence for a word problem</li> </ul>
8B: Interpret and describe numerical relationships using tables, graphs and symbols.	
8C: Solve problems using systems of numbers and their properties.	
8D: Use algebraic concepts and procedures to represent and solve problems.	<ul style="list-style-type: none"> <li>Solve missing addend word problems (Ex: I had 10 apples. George came and took some. I have 2 left. How many did George take?)</li> </ul>

**Illinois State Goal 9: Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.**

State Standard	District Core Expectations
9A: Demonstrate and apply geometric concepts involving points, lines, planes, and spaces.	<ul style="list-style-type: none"> <li>Identify and draw pentagon, octagon, hexagon, trapezoid</li> <li>Identify cone, sphere, pyramid, cylinder, cube, and prism</li> <li>Label and describe face, edge and corner of 3-D shapes</li> <li>Locate and identify points using numbers and symbols on a grid</li> <li>Create and identify shapes that have line symmetry</li> <li>Identify flips, slides, or turns</li> </ul>
9B: Identify, describe, classify and compare relationships using points, lines, planes, and solids.	<ul style="list-style-type: none"> <li>Know the relationship between 3D and 2D shapes</li> <li>Know that "congruent" objects have the same size and shape</li> </ul>
9C: Construct convincing arguments and proofs to solve problems.	
9D: Use trigonometric ratios and circular functions to solve problems	<ul style="list-style-type: none"> <li>Application of standard 9D begins in middle school</li> </ul>

**Illinois State Goal 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.**

State Standard	District Core Expectations
10A: Organize, describe and make predictions from existing data.	<ul style="list-style-type: none"> <li>Read and create tables, tally charts, and Venn diagrams</li> </ul> 
10B: Formulate questions, design data collection methods, gather and analyze data and communicate findings.	
10C: Determine, describe and apply the probabilities of events.	<ul style="list-style-type: none"> <li>Tell when something is most likely or least likely</li> </ul>

## SCIENCE

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

State Standard	District Core Expectations
11A: Know and apply the concepts, principles, and processes of scientific inquiry.	<ul style="list-style-type: none"> <li>• Use science equipment and materials safely</li> <li>• Make educated guesses which are based on my observations</li> <li>• Explain events that are observed</li> </ul>
11B: Know and apply the concepts, principles and processes of technological design.	NA

Illinois State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

State Standard	District Core Expectations
12A: Know and apply concepts that explain how living things function, adapt and change.	<ul style="list-style-type: none"> <li>• Classify living things based on how they are similar</li> <li>• Explain that each part of a plant has a purpose</li> <li>• Identify examples of animals that vertebrates and invertebrates</li> <li>• Tell the characteristics of mammals, birds; fish amphibians; and reptiles</li> </ul>
12B: Know and apply concepts that describe how living things interact with each other and with their environment.	<ul style="list-style-type: none"> <li>• Explain how living things change because of their environment</li> </ul>
12C: Know and apply concepts that describe properties of matter and energy and the interactions between them.	<ul style="list-style-type: none"> <li>• List different sources of energy and things they power</li> <li>• Build and test simple circuits with batteries</li> </ul>
12D: Know and apply concepts that describe force and motion and the principles that explain them.	<ul style="list-style-type: none"> <li>• Tell how forces produce actions and reactions</li> <li>• Identify types of simple machines and tell what they are used for</li> </ul>
12E: Know and apply concepts that describe the features and processes of the Earth and its resources.	<ul style="list-style-type: none"> <li>• Name several different type of precipitation</li> <li>• Name the different parts of weather</li> <li>• Identify different weather events</li> <li>• Tell about local weather conditions and patterns</li> <li>• Tell ways that materials can be reduced, reused, and recycled</li> <li>• Understand that resources can be either renewable or nonrenewable</li> <li>• Name different types of pollution</li> </ul>
12F: Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.	<ul style="list-style-type: none"> <li>• Explain that changes in the seasons are because of the earth's tilted axis and rotation around the sun</li> </ul>

Illinois State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.

State Standard	District Core Expectations
13A: Know and apply the accepted practices of science.	<ul style="list-style-type: none"><li data-bbox="667 365 1357 394">• Collect, record, and organize data from an experiment</li></ul>
13B: Know and apply concepts that describe the interaction between science, technology and society.	<ul style="list-style-type: none"><li data-bbox="667 432 1349 485">• List the ways that technology is used at home and at school</li></ul>

## SOCIAL SCIENCES

Illinois State Goal 14: Understand political systems, with an emphasis on the United States.

State Standard	District Core Expectations
14A: Understand and explain basic principles of the United States government.	<ul style="list-style-type: none"> <li>Explain why an American holiday, such as the Fourth of July, represents the idea of freedom.</li> </ul>
14B: Understand the structures and functions of the political systems of Illinois, the United States, and other nations.	NA
14C: Understand election processes and responsibilities of citizens.	<ul style="list-style-type: none"> <li>Identify examples of rights and responsibilities that kids may have at home and at school.</li> <li>Explain the importance of good citizenship within a democratic society</li> </ul>
14D: Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.	<ul style="list-style-type: none"> <li>Identify important services provided by local governments in a community (fire, police, mayor) that help people to improve their lives.</li> </ul>
14E: Understand United States foreign policy as it relates to other nations and international issues.	NA
14F: Understand the development of United States political ideas and traditions.	<ul style="list-style-type: none"> <li>Explain why an American holiday such as the Fourth of July represents the idea of freedom.</li> </ul>

Illinois State Goal 15: Understand economic systems, with an emphasis on the United States.

State Standard	District Core Expectations
15A: Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.	<ul style="list-style-type: none"> <li>Identify public goods and services that students and families may use within their community.</li> <li>Identify the basic needs of human beings (food, clothing, shelter).</li> <li>Explain the difference between wants and needs.</li> </ul>
15B: Understand that scarcity necessitates choices by consumers.	<ul style="list-style-type: none"> <li>Explain why consumers must make choices</li> </ul>
15C: Understand that scarcity necessitates choices by producers.	<ul style="list-style-type: none"> <li>Explain choices made by producers.</li> </ul>
15D: Understand trade as an exchange of goods or services,	<ul style="list-style-type: none"> <li>Describe how wages/money can be earned in exchange for work.</li> </ul>
15E: Understand the impact of government policies and decisions on production and consumption in the economy.	NA

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

State Standard	District Core Expectations
16A: Apply the skills of historical analysis and interpretation	<ul style="list-style-type: none"> <li>Compare community life from the past with the present day community.</li> <li>Give an example of an event that occurred in the past and an example of a current event.</li> </ul>
16B: Understand the development of significant political events.	<ul style="list-style-type: none"> <li>Identify and explain the significance of holidays (for example Veteran’s Day, President’s Day, and Martin Luther King Jr. Day) that are celebrated both at the local and national level.</li> </ul>
16C: Understand the development of economic systems.	<ul style="list-style-type: none"> <li>Name occupations available within a community.</li> </ul>
16D: Understand Illinois, United States and world social history.	<ul style="list-style-type: none"> <li>Compare community life from the past with the present day community.</li> </ul>
16E: Understand Illinois, United States and world environmental history.	<ul style="list-style-type: none"> <li>Give an example of an event that occurred in the past and an example of a current event.</li> </ul>

Illinois State Goal17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

State Standard	District Core Expectations
17A: Locate, describe and explain places, regions and features on the Earth.	<ul style="list-style-type: none"> <li>Create a simple map of his/her neighborhood.</li> <li>Describe what a map and globe represent.</li> <li>Identify the elements of a map and explain their use (such as map key and compass rose).</li> <li>Name and use cardinal (North, South) and intermediate (Northeast, Southwest) directions.</li> <li>Locate places on a map using a number/letter grid system.</li> <li>Create maps using the major elements of a map (such as title, map key, and compass rose).</li> </ul>
17B: Analyze and explain characteristics and interactions of the Earth’s physical systems.	<ul style="list-style-type: none"> <li>Identify landforms (such as mountains, valleys, and islands) and bodies of water (for example: rivers, lakes, and oceans) on a map and globe.</li> </ul>
17C: Understand relationships between geographic factors and society.	<ul style="list-style-type: none"> <li>Compare and contrast rural and urban communities.</li> <li>Describe the difference between a town and a city.</li> <li>Explain how the geographic characteristics of a region influenced where communities develop.</li> </ul>
17D: Understand the historical significance of geography.	<ul style="list-style-type: none"> <li>Identify ways people depend on and interact with the physical environment of their community (such as rivers and farming).</li> </ul>

Illinois State Goal 18: Understand social systems, with an emphasis on the United States.

State Standard	District Core Expectations
18A: Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.	<ul style="list-style-type: none"><li>• Describe how people in a community rely on each other.</li><li>• Describe how different customs and traditions from around the world have become a part of American life.</li></ul>
18B: Understand the roles and interactions of individuals and groups in society.	<ul style="list-style-type: none"><li>• Compare and contrast the local community with a community in another nation.</li></ul>
18C: Understand how social systems form and develop over time.	NA

## PHYSICAL DEVELOPMENT AND HEALTH

Illinois State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

State Standard	District Core Expectations
19A: Demonstrate physical competency in individual and team sports, creative movement, leisure and work related activities	<ul style="list-style-type: none"> <li>Combine two or more locomotor and/or non-locomotor skills in a sequence</li> <li>Move accurately in various directions (behind, ahead of, next to, near to, over, under, on through, beside)</li> <li>Demonstrate a combination of two or more simple weight bearing and/ or balance movements or movements</li> <li>Develop a basic movement vocabulary</li> </ul>
19B: Analyze various movement concepts and applications	NA
19C: Demonstrate knowledge of the rules, safety, and strategies during physical activity	<ul style="list-style-type: none"> <li>Follow classroom rules for safety in movement activities</li> </ul>

Illinois State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

State Standard	District Core Expectations
20A: Students who meet the standard know and can apply the principles and components of health related fitness.	<ul style="list-style-type: none"> <li>Recall the immediate effects of exercise on the body</li> </ul>
20B: Students who meet the standard can assess individual fitness levels.	NA
20C: Students who meet the standard can set goals based upon fitness data and develop, implement, and monitor an individual fitness improvement plan	<ul style="list-style-type: none"> <li>Participate in teacher-directed activities that can develop health related fitness goals</li> </ul>

Illinois State Goal 21: Develop team-building skills by working with others through physical activity

State Standard	District Core Expectations
21A: Students who meet the standard can demonstrate individual responsibility during group physical activities.	<ul style="list-style-type: none"> <li>Perform individual roles when participating in group physical activity</li> </ul>
21B: Students who meet the standard can demonstrate cooperative skills during structured group physical activity	<ul style="list-style-type: none"> <li>Examine how to settle disagreements when participating in physical activity</li> <li>Recognize the need for individual and shared goals during group physical activity.</li> <li>Complete a task individually or when working with a partner or a group given a specific amount of time with little teacher intervention during a physical activity</li> </ul>

**Illinois State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury**

State Standard	District Core Expectations
22A: Students who meet the standard can explain the basic principles of health promotion, illness prevention, and safety	<ul style="list-style-type: none"> <li>List hygiene habits that are used daily to maintain or improve health</li> <li>Demonstrate knowledge of activities that help promote personal cleanliness, improve appearance, and reduce transmission of disease</li> <li>Discuss basic rules for traffic, bus, bicycle, and fire safety</li> <li>Follow rules for playground and classroom safety</li> <li>Tell ways to be safe around heat</li> <li>Tell ways to prevent falls</li> <li>List ways to use electricity safely</li> </ul>
22B: Students who meet the standard can describe and explain the factors that influence health among individuals, groups, and communities	<ul style="list-style-type: none"> <li>Explain ways to protect self and others from disease</li> <li>Demonstrate proper procedures and techniques used during tornado and fire drills.</li> </ul>
22C: Students who meet the standard can explain how the environment can affect health	See Science Expectations

**Illinois State Goal 23: Understand human body systems and factors that influence growth and development**

State Standard	District Core Expectations
23A: Students who have met the standard can describe and explain the structure and functions of the human body systems and how they interrelate.	<ul style="list-style-type: none"> <li>Identify major body systems (respiratory, circulatory, musculo-skeletal, nervous) and how they function</li> <li>Connect the five senses with the major body systems they represent</li> </ul>
23B: Students who meet the standard can explain the effects of health related actions on the body systems.	<ul style="list-style-type: none"> <li>List eating habits that have a positive or negative influence on health</li> <li>Recognize the importance of calcium to the bones</li> </ul>
23C: Students who meet the standard can describe factors that affect growth and development	<ul style="list-style-type: none"> <li>Compare own growth to that of peers and explain that people grow at different rates and times</li> <li>Recognize that all living things need parents to produce them</li> <li>Discuss that the potential for growth is established by heredity</li> </ul>

**Illinois State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills**

State Standard	District Core Expectations
24A: Students who meet the standard can demonstrate procedures for communicating in positive ways resolving differences and preventing conflict	<ul style="list-style-type: none"> <li>Define "conflict"</li> <li>Tell how choices affect personal behavior</li> <li>Tell the difference between healthy and unhealthy ways to act on feelings</li> </ul>
24B: Students who meet the standard can apply decision-making skills related to the promotion and protection of individual health.	<ul style="list-style-type: none"> <li>Describe 'uncomfortable situations' as they pertain to strangers</li> <li>Define 'good touch' and 'bad touch'.</li> <li>Discuss ways to behave around strangers</li> <li>Practice asking an adult for help</li> </ul>
24C – Demonstrate skills essential to enhancing health and avoiding dangerous situations	<ul style="list-style-type: none"> <li>Identify uncomfortable situations</li> <li>Demonstrate safety rules at home, at school, and in the community.</li> <li>Practice using emergency numbers in the community, including 911</li> </ul>

## FINE ARTS

Illinois State Goal 25: Know the language of the arts.

State Standard	District Core Expectations
25A: Understand the sensory elements, organizational principles, and expressive qualities of the arts.	<ul style="list-style-type: none"> <li>Describe subject matter in specific art works (in Dance, Drama, Music, and Visual Art)</li> </ul> <p>Visual Art</p> <ul style="list-style-type: none"> <li>Describe subject matter in specific art works</li> <li>Identify various types of lines, patterns, and types of texture</li> <li>Identify mixing formulas (e.g. red + blue = violet)</li> <li>Distinguish between organic and geometric shapes</li> </ul> <p>Dance, Drama, Music (See below 26 B)</p>
25B: Understand the similarities, distinctions and connections in and among the arts.	<ul style="list-style-type: none"> <li>Look at the same concepts in different works within one art form. (Dance, Drama, Music, Visual Art)</li> <li>Look at ways arts concepts are used across art forms (Dance, Drama, Music, Visual Art)</li> </ul>

Illinois State Goal 26: Through creating and performing, understand how works of art are produced.

State Standard	District Core Expectations
26A: Understand processes, traditional tools and modern technologies used in the arts.	<p>DANCE</p> <ul style="list-style-type: none"> <li>Use the dance tools of body, mind, and sound source</li> <li>Demonstrate the cooperative skills needed to create a dance and/or a movement sequence</li> </ul> <p>DRAMA</p> <ul style="list-style-type: none"> <li>Use the drama tools of mind, body, and voice</li> <li>Demonstrate the cooperative skills needed to create scene</li> </ul> <p>MUSIC</p> <p>VISUAL ART</p> <ul style="list-style-type: none"> <li>Recognize tools and processes used to create visual images and identify basic painting techniques such as watercolor resist and washes</li> <li>Use materials and tools safely</li> </ul>
26B: Apply skills and knowledge necessary to create and perform in one or more of the arts.	<p>DANCE</p> <ul style="list-style-type: none"> <li>Tell the difference between symmetrical and asymmetrical body shapes</li> <li>perform combinations of locomotor and non-locomotor movements</li> <li>Use personal and general space appropriately</li> <li>Explore different sizes, levels, directions, and relationships in space</li> <li>Respond to even and uneven rhythms through movement</li> <li>Explore movement qualities</li> </ul> <p>DRAMA</p> <ul style="list-style-type: none"> <li>Demonstrate the following skills in dramatic activities: observation, concentration, imagination</li> <li>Use pantomime to express a variety of characters, objects and/or locations</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate imagined characters and/or environments in dramatic activities</li> <li>• Create a character or emotion by using facial expressions, gestures, posture, and walk</li> <li>• Create a new ending to a familiar story and discuss a variety of versions related to a single tale</li> <li>• Discuss emotions in given drama selection</li> <li>• Identify characters, setting and conflict in a given story or scene</li> <li>• Identify the beginning, middle, and end of a story or scene</li> </ul> <p>MUSIC</p> <ul style="list-style-type: none"> <li>• Follow and perform written music (rhythms, words, melodic notation, music symbols)</li> <li>• Recognize simple musical forms</li> <li>• Name some occupations related to music and discuss some of the roles of music</li> <li>• Listen to and perform music from a variety of cultures</li> </ul> <p>VISUAL ART</p> <ul style="list-style-type: none"> <li>• Create 2-D and 3-D artworks which express a specific idea</li> </ul>
--	--

Illinois State Goal 27: Understand the role of the arts in civilizations, past and present.

State Standard	District Core Expectations
27A: Analyze how the arts function in history, society and everyday life.	<ul style="list-style-type: none"> <li>• Share comments about art works in a positive manner</li> <li>• Identify and demonstrate appropriate audience behavior related to each art form</li> </ul>
27B: Understand how the arts shape and reflect history, society and everyday life.	<ul style="list-style-type: none"> <li>• Describe how the arts help us communicate about things in different ways</li> <li>• Connect works of art to stories about people and/or everyday life</li> </ul>

Revised 7/06