

Urbana School District #116
KINDERGARTEN CORE EXPECTATIONS

LANGUAGE ARTS

Illinois State Goal 1: Read with understanding and fluency.

| State Standard | District Core Expectations |
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| 1A: Apply word analysis and vocabulary skills to comprehend selections. | <ul style="list-style-type: none"> • Know letters and the sounds they make • Hear the difference between sounds • Know how to rhyme • I can say the sounds in a word • Know the names of many kinds of things and people |
| 1B: Apply reading strategies to improve understanding and fluency | <ul style="list-style-type: none"> • Know the parts of a book and what they are used for • Hold book the right way and follow the words from left to right and top to bottom • Know that words and writing mean something • Know that pictures help me read the words • Read some words |
| 1C: Comprehend a broad range of reading materials | <ul style="list-style-type: none"> • Use prior knowledge understand what is read • Retell a story using own words • Ask and answer questions about books • Predict what will happen in a story |

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"> • Know the difference between fiction and nonfiction • Tell about characters and what happens in a story |
| 2B: Read and interpret a variety of literary works | <ul style="list-style-type: none"> • Read and understand different kinds of books |

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

| State Standard | District Core Expectations |
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| 3A: Use correct grammar, spelling, punctuation, capitalization and structure. | <ul style="list-style-type: none"> • Write from left to right and top to bottom • Tell the difference between letters and words • Leave a space between words when writing • Write first and last name • Write the beginning and ending sounds in words • Write uppercase and lowercase letters • Name all upper and lower case letters |
| 3B: Compose well-organized and coherent writing for specific purposes and audiences. | <ul style="list-style-type: none"> • Tell some ideas of things to write about • Write three sentences about one topic • |
| 3C: Communicate ideas in writing to accomplish a variety of purposes. | <ul style="list-style-type: none"> • Use drawings and writing to communicate • Read what my own writing says |

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">• Listen to and follow directions• Take part in class discussions |
| 4B: Speak effectively using language appropriate to the situation and audience. | <ul style="list-style-type: none">• Tell about what student wants, feels, and needs• Use language correctly for formal and casual settings |

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

| State Standard | District Core Expectations |
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| 5A: Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas. | <ul style="list-style-type: none">• Read and understand words and pictures in the classroom• Recite the alphabet• Find the title of a book |
| 5B: Analyze and evaluate information acquired from various sources. | <ul style="list-style-type: none">• Ask questions about things he/she wants to know |
| 5C: Apply acquired information, concepts, and ideas to communicate in a variety of formats. | <ul style="list-style-type: none">• Use prior knowledge to learn new information• Tell others about what has been learned |

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 |
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| 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">Identify and order numerals 0 – 20Match numerals to quantities of objects to 10Tell which number is greater than, less than, or equal to |
| 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">Count 0 – 20Use pictures and objects to do addition |
| 6C: Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers. | NA |
| 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 |
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| 7A: Measure and compare quantities using appropriate units, instruments and methods. | <ul style="list-style-type: none">Tell the difference between yesterday, today and tomorrowMeasures using nonstandard units |
| 7B: Estimate measurements and determine acceptable levels of accuracy. | <ul style="list-style-type: none">Compare objects by size |
| 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"> Find a pattern and tell about it Create a simple pattern Extend a pattern |
| 8B: Interpret and describe numerical relationships using tables, graphs and symbols. | NA |
| 8C: Solve problems using systems of numbers and their properties. | NA |
| 8D: Use algebraic concepts and procedures to represent and solve problems. | NA |

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"> Identify and draw circle, square, triangle, oval, and rectangle Use words like beside, over, under, on |
| 9B: Identify, describe, classify and compare relationships using points, lines, planes, and solids. | <ul style="list-style-type: none"> Compare objects by shape, size and color |
| 9C: Construct convincing arguments and proofs to solve problems. | NA |
| 9D: Use trigonometric ratios and circular functions to solve problems | NA |

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"> Read information from picture and bar graphs |
| 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"> Tell when something is possible or impossible |

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 |
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| 11A: Know and apply the concepts, principles, and processes of scientific inquiry. | <ul style="list-style-type: none"> • Use equipment and materials safely • Describe patterns that are observed • Ask questions about science • Guess what will happen based on observations |
| 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"> • Match sense organs to their sense • Use my sense organs to explore • Group things that are alive and things that are not alive • Group living things based on how they look • Describe the basic life cycle of an animal or plant |
| 12B: Know and apply concepts that describe how living things interact with each other and with their environment. | <ul style="list-style-type: none"> • Tell what living things need to live |
| 12C: Know and apply concepts that describe properties of matter and energy and the interactions between them. | <ul style="list-style-type: none"> • Tell what things look like • Compare the ways different objects look and feel • Group objects as similar or different based on how they look and feel |
| 12D: Know and apply concepts that describe force and motion and the principles that explain them. | N/A |
| 12E: Know and apply concepts that describe the features and processes of the Earth and its resources. | <ul style="list-style-type: none"> • Tell what the weather is like • Name the seasons • Tell how each season is different • Point to land and water on a globe or map • Talk about why it is good to recycle |
| 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"> • Identify the earth, moon, sun and sky |

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"> • Describe patterns that are observed • Ask questions about science • Guess what will happen based on observations |
| 13B: Know and apply concepts that describe the interaction between science, technology and society. | <ul style="list-style-type: none"> • Tell how he/she uses technology |

SOCIAL SCIENCES

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

| State Standard | District Core Expectations |
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| 14A: Understand and explain basic principles of the United States government. | NA |
| 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. | NA |
| 14D: Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations. | NA |
| 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"> • Explain major holidays. |

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

| State Standard | District Core Expectations |
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| 15A: Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services. | <ul style="list-style-type: none"> • Explain the uses for money. • Recognize types of money. • Describe jobs and work in the community. • Explain why people work. |
| 15B: Understand that scarcity necessitates choices by consumers. | <ul style="list-style-type: none"> • Explain why people make choices about what they buy and sell. |
| 15C: Understand that scarcity necessitates choices by producers. | <ul style="list-style-type: none"> • Explain why people make choices about what they buy and sell. |
| 15D: Understand trade as an exchange of goods or services, | <ul style="list-style-type: none"> • Tell what trade is. • Tell what bartering is. |
| 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 |
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| 16A: Apply the skills of historical analysis and interpretation | <ul style="list-style-type: none"> Use a calendar and be familiar with the clock Explain the difference between past, present and future. |
| 16B: Understand the development of significant political events. | <ul style="list-style-type: none"> Compare things that are happening now and events that occurred long ago. |
| 16C: Understand the development of economic systems. | NA |
| 16D: Understand Illinois, United States and world social history. | <ul style="list-style-type: none"> Name important people and important things that happened in Champaign-Urbana. |
| 16E: Understand Illinois, United States and world environmental history. | NA |

Illinois State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

| State Standard | District Core Expectations |
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| 17A: Locate, describe and explain places, regions and features on the Earth. | <ul style="list-style-type: none"> Describe where he/she lives in Urbana and the world. |
| 17B: Analyze and explain characteristics and interactions of the Earth's physical systems. | <ul style="list-style-type: none"> Can use words such as "near" and "far". |
| 17C: Understand relationships between geographic factors and society. | NA |
| 17D: Understand the historical significance of geography. | <ul style="list-style-type: none"> Tell about folklore from different families and communities. |

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

| State Standard | District Core Expectations |
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| 18A: Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions. | <ul style="list-style-type: none"> Name different types of families. |
| 18B: Understand the roles and interactions of individuals and groups in society. | <ul style="list-style-type: none"> Explain the rules of the school and the classroom. Explain responsibilities of people in the school and the classroom. Name rights and responsibilities of different people at school. |
| 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 |
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| 19A: Demonstrate physical competency in individual and team sports, creative movement, leisure and work related activities | <ul style="list-style-type: none"> • Demonstrate locomotor, non-locomotor, and manipulative skills. • Use personal space and general space safely • Move alone or within a group, understanding relationships to other students, equipment, and the environment • Demonstrate spatial awareness (behind, ahead of, next to, near to, over, under, on, through, beside). |
| 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"> • Demonstrate responsibility for safe movement practices • Tell some possible injuries that can occur when not following safety rules |

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

| State Standard | District Core Expectations |
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| 20A: Students who meet the standard know and can apply the principles and components of health related fitness. | <ul style="list-style-type: none"> • Engage in physical activities that will increase heart rate. |
| 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"> • Tell some advantages to being fit |

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

| State Standard | District Core Expectations |
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| 21A: Students who meet the standard can demonstrate individual responsibility during group physical activities. | <ul style="list-style-type: none"> • Complete part(s) of a task when participating in the day's physical activity. |
| 21B: Students who meet the standard can demonstrate cooperative skills during structured group physical activity | <ul style="list-style-type: none"> • Work cooperatively with a partner or small group in a structured physical activity. |

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"> • Tell some personal hygiene behaviors/choices that will increase health and safety (e.g., wash hands, brush teeth, eat nutritious foods) • Recognize the color and shape of stop signs. • Simulate personal response to fire situations: stop/drop/roll, don't open doors with hot door knobs, move on knees |
| 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"> • Demonstrate how to avoid infecting others with germs • Listen to and follow rules for playground safety, school environment, and buses |
| 22C: Students who meet the standard can explain how the environment can affect health | NA |

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

| State Standard | District Core Expectations |
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| 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"> • Identify basic body parts and functions(head, legs, arms, chest, feet, hands, eyes, ears, and nose) |
| 23B: Students who meet the standard can explain the effects of health related actions on the body systems. | <ul style="list-style-type: none"> • Discuss the value of practicing good health habits (sleep, nutrition, relationships) • Describe/discuss healthy family activities (meals, doctor visits) |
| 23C: Students who meet the standard can describe factors that affect growth and development | <ul style="list-style-type: none"> • Recognize that people grow and change in many ways • Show an awareness of the idea that our family influences how we look and think |

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 |
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| 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"> • Demonstrate respect for the rights, feelings, and property of others |
| 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"> • Use socially acceptable ways to resolve conflict • Understand 'good touch' and 'bad touch' |
| 24C – Demonstrate skills essential to enhancing health and avoiding dangerous situations | <ul style="list-style-type: none"> • Recite own name, address, and phone number • Practice using emergency numbers in the community, including 911 • Discuss who strangers are and why to be cautious around them |

FINE ARTS

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

| State Standard | District Core Expectations |
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| 25A: Understand the sensory elements, organizational principles, and expressive qualities of the arts. | <p>ALL ART FORMS</p> <ul style="list-style-type: none"> Describe subject matter in specific art works <p>Additional Core Expectations related to Standard 25A are found in 26B for DANCE, DRAMA, and MUSIC</p> <p>VISUAL ART</p> <ul style="list-style-type: none"> Name eight basic colors Identify various types of lines, geometric shapes and simple patterns Tell the difference between rough and smooth textures |
| 25B: Understand the similarities, distinctions and connections in and among the arts. | <ul style="list-style-type: none"> Explore feelings, stories or expressive ideas within an art work (Dance, Drama, Music, Visual Art) |

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

| State Standard | District Core Expectations |
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| 26A: Understand processes, traditional tools and modern technologies used in the arts. | <ul style="list-style-type: none"> Explore how people work together to create dance, drama, and music Tell the difference between a variety of mark-making tools and use materials and tools safely Explore different classroom instruments |
| 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"> Identify body parts and use in isolation and/or coordination with other body parts Explore body shapes and a variety of locomotor and non-locomotor movements Use personal and general space appropriately Explore different sizes, levels, directions, and relationships in space Experiment with different rhythms and tempos through movement Explore movement qualities <p>DRAMA</p> <ul style="list-style-type: none"> Practice the following skills in dramatic activities: observation, concentration, imagination Use pantomime to express a variety of familiar characters and/or activities Use the body to explore characters, ideas, and emotions Use dramatic activities to explore the beginning, middle, and end of a story Use personal and general space appropriately <p>MUSIC</p> <ul style="list-style-type: none"> Identify pitch as high, low, going up, going down Identify and demonstrate a variety of tempos Identify and demonstrate an understanding of |

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| | <p>dynamics in music</p> <ul style="list-style-type: none"> • Identify and demonstrate an appropriate singing voice • Identify and demonstrate a steady beat • Identify common classroom instruments <p>VISUAL ART</p> <ul style="list-style-type: none"> • Create works of art from imagination using a variety of materials for both 2-D and 3-D artworks |
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Illinois State Goal 27: Understand the role of the arts in civilizations, past and present.

| State Standard | District Core Expectations |
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| 27A: Analyze how the arts function in history, society and everyday life. | <ul style="list-style-type: none"> • Name the four fine arts • Practice appropriate audience behavior related to each art form |
| 27B: Understand how the arts shape and reflect history, society and everyday life. | <ul style="list-style-type: none"> • Identify ways the arts are used in celebration • Tell about images found in artworks |

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