

Urbana School District #116
FIRST 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"> Put together and break apart the sounds in words Clap or count the syllables in a word Know and use beginning and ending consonants, vowel sounds, blends and word families to read words Talk about the meaning of words and use new words in speaking and writing.
1B: Apply reading strategies to improve understanding and fluency.	<ul style="list-style-type: none"> Can find and tell the differences between capital and small letters, punctuation marks, first and last words, beginnings and endings of sentences. Read grade-level sight word Read aloud grade-level texts fluently and accurately Reread or retell to help understand what is read
1C: Comprehend a broad range of reading materials.	<ul style="list-style-type: none"> Use prior knowledge to make sense of and talk about text Use text or picture clues to help predict what will happen in a story or text Can tell why he/she is reading Tell the main idea or events in a text or book Tell why he/she liked or did not like a text Know when he/she is having problems understanding

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 Know and can tell about character, setting, plot, problem/solution, and main ideas Compare different versions of the same text
2B: Read and interpret a variety of literary works	<ul style="list-style-type: none"> Answer questions about a story or text. Can tell why he/she liked or disliked a text

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"> • Tell about nouns and verbs and what they do in sentences. (nouns: name things; verbs: show action) • Correctly spell words that have been studied or are found in the classroom • Spell high frequency grade-level words • Use correct spacing, punctuation (end marks), and capitals in writing.
3B: Compose well-organized and coherent writing for specific purposes and audiences.	<ul style="list-style-type: none"> • Give ideas for writing and plan how to organize ideas. • Write one paragraph on a topic. • Write a story in different ways (drawings, letters, dictations)
3C: Communicate ideas in writing to accomplish a variety of purposes.	<ul style="list-style-type: none"> • Write for different reasons (stories, explanations, lists, letters) • Write things for others to read

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 and respond to directions and classroom discussions • Respond to statements and questions
4B: Speak effectively using language appropriate to the situation and audience.	<ul style="list-style-type: none"> • Tell why audiences and speakers are important to each other • Speak to a group about a single topic • Tell the difference between language used in casual and formal situations

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

State Standard	District Core Expectations
5A: Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.	<ul style="list-style-type: none"> • Alphabetize words by the first letter • Gather, organize, and share information about a topic with help • Ask questions about a topic
5B: Analyze and evaluate information acquired from various sources.	<ul style="list-style-type: none"> • Retell facts and details
5C: Apply acquired information, concepts, and ideas to communicate in a variety of formats.	<ul style="list-style-type: none"> • Share information by talking, writing, and using pictures or computers

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"> Identify parts of a whole ($\frac{1}{2}$, $\frac{1}{4}$) Use objects to show ones, tens, and hundreds Order and compare numbers to 100
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"> Write numbers 0-100 Count by 2s, 5s, 10s Know when to add and subtract: <ul style="list-style-type: none"> Addition & subtraction facts to 10 Solve one step addition and subtraction problems with 1 or 2 digits Writes number sentences Identify coins: penny, nickel, dime, quarter
6C: Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.	<ul style="list-style-type: none"> Estimate reasonable amounts
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"> Use the right tool to measure things Tell time to the hour Tell the relationship between days and weeks
7B: Estimate measurements and determine acceptable levels of accuracy.	
7C: Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.	<ul style="list-style-type: none"> Measure using inches

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"> Describe and create patterns like AB, ABA, ABC
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"> Solve problems with one number missing

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, rectangle, rhombus, parallelogram Use words like above, below, on, under
9B: Identify, describe, classify and compare relationships using points, lines, planes, and solids.	<ul style="list-style-type: none"> Know that circles are related to spheres and squares are related to cubes
9C: Construct convincing arguments and proofs to solve problems.	NA
9D: Use trigonometric ratios and circular functions to solve problems	<ul style="list-style-type: none"> Application of standard 9D begins in middle school

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 and make picture graphs 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, likely or unlikely

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"> • Use equipment and materials safely • Gather information and write it down clearly • Find information on a chart • Use scales, magnets and magnifying lenses
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"> • Compare living and non-living things by looking at how they look and live • Identify plant structures and needs for living • Tell what things help seeds sprout in to plants • Group plants and animals by size, color, and shape, and explain his/her grouping rules
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 how plants and animals depend on each other to survive • Explain why animals and plants found in one part of the world are different from those found in another
12C: Know and apply concepts that describe properties of matter and energy and the interactions between them.	<ul style="list-style-type: none"> • Group items by how much they weigh; how big they are; if they are liquid, solid or gas; how they feel; how they smell; and if they float or not. • Tell the difference between a liquid and a solid
12D: Know and apply concepts that describe force and motion and the principles that explain them.	<ul style="list-style-type: none"> • Tell how sound waves are made by vibrating objects • Identify sources of light and energy
12E: Know and apply concepts that describe the features and processes of the Earth and its resources.	<ul style="list-style-type: none"> • Point to land, oceans, the north and south poles, and the equator on a globe or a map • Describe the different materials that make up the earth and its atmosphere • Tell ways 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 features/characteristics of the Earth, moon, and sun • Compare and contrast the earth, moon, and sun • Tell how night and day are because of the rotation of the earth

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"> • Write information in charts, in journals, or on computers
13B: Know and apply concepts that describe the interaction between science, technology and society.	<ul style="list-style-type: none"> • List ways that technology is used at school and at home

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"> Name the President of the United States. Explain the job of the President of the United States.
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"> Explain how a responsible citizenship acts. Explain voting
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"> Explain why individuals, groups, issues and events are celebrated with local, state or national holidays.
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"> Recognize and describe major American symbols, including the flag, eagle, Statue of Liberty and the White House.

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.	NA
15B: Understand that scarcity necessitates choices by consumers.	NA
15C: Understand that scarcity necessitates choices by producers.	NA
15D: Understand trade as an exchange of goods or services,	NA
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	NA
16B: Understand the development of significant political events.	NA
16C: Understand the development of economic systems.	NA
16D: Understand Illinois, United States and world social history.	NA
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
17A: Locate, describe and explain places, regions and features on the Earth.	<ul style="list-style-type: none"> • Draw a map of the classroom. • Name simple landforms and bodies of water (and how they might appear on a map)
17B: Analyze and explain characteristics and interactions of the Earth's physical systems.	NA
17C: Understand relationships between geographic factors and society.	<ul style="list-style-type: none"> • Explain ways that communities across the world are the same and different.
17D: Understand the historical significance of geography.	<ul style="list-style-type: none"> • Recognize different types of maps.

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"> • Explain ways that communities across the world are the same and different.
18B: Understand the roles and interactions of individuals and groups in society.	NA
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"> • Walk, run, jump, hop, skip and leap • Throw and catch • Move alone or within a group, understanding relationship to other students, equipment, and the environment
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 safe movement in general and personal space • Apply class rules, procedures, and safety practices.

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"> • Identify the relationship between physical activity and an increase in 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"> • Participate in teacher-directed activities that can develop health-related fitness goals

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"> • Demonstrate the ability to work and perform independently during 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"> • Complete parts or all of a task when working with a partner or a group with or without teacher intervention • 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 why personal hygiene is important to good health and show good personal hygiene habits • Name the four healthful food groups • Recite the rules that are in effect on school buses. • Recognize the need for and use of seat belts. • Show knowledge of safety rules that are in effect on the playground • Discuss basic traffic rules that need to be followed on the way to school • Explain the meaning of the colors red, yellow, and green on traffic lights

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 • Demonstrate proper procedures and techniques used during tornado and fire drills
22C: Students who meet the standard can explain how the environment can affect health	See Science (pollution)

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"> • Explain the function of the eyes, ears, and nose as they relate to the five senses • Demonstrate how ankles, knees, hips, shoulders, elbows, and neck function • Define the terms “muscle” and “heart” • Recognize the relationship between exercise and muscle development • Explain how muscles help the body
23B: Students who meet the standard can explain the effects of health related actions on the body systems.	<ul style="list-style-type: none"> • Demonstrate knowledge of activities that help promote personal cleanliness, improve appearance, and reduce transmission of disease • Name healthy behaviors that relate to personal hygiene, nutrition, and exercise • Describe what it means to be healthy and list three kinds of health: physical, mental, social
23C: Students who meet the standard can describe factors that affect growth and development	<ul style="list-style-type: none"> • Define the term exercise and tell how exercise helps muscles stay healthy • Define height and weight. • Describe how body parts grow – inside and out. • Compare own growth to that of peers

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"> • Identify and practice using good communication skills • List behaviors at home, at school, and in the community that show respect toward others • Define the word ‘bullying’
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"> • Describe ‘uncomfortable situations’ as they pertain to strangers • Define “good touch” and “bad touch” • Recognize when to ask an adult for help
24C – Demonstrate skills essential to enhancing health and avoiding dangerous situations	<ul style="list-style-type: none"> • Recall and demonstrate the use of safety rules at home, at school, and in the community • Locate safety hazards at home or at school that affect health • Recite and be able to write name, address, and phone number. • Memorize emergency and medical phone numbers. • Discuss who strangers are and why to be cautious around them • Explain the role of fire fighters and police officers

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">Describe subject matter in specific art works
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 (in all art forms)

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 AND DRAMA</p> <ul style="list-style-type: none">Explore the dance and drama tools of body, mind, voice and sound sourceExplore how people work together to create drama <p>VISUAL ART</p> <ul style="list-style-type: none">Describe various types of lines, geometric shapes and simple patternsIdentify primary and secondary colorsDescribe qualities of textureDistinguish between asymmetrical and symmetrical balance Identify various paper craft techniques such as curling, fringing, and foldingUse materials and tools safely

<p>26B: Apply skills and knowledge necessary to create and perform in one or more of the arts.</p>	<p>DANCE</p> <ul style="list-style-type: none"> • Differentiate among body shapes and perform combinations of locomotor and non-locomotor movements • Use personal and general space appropriately • Explore different sizes, levels, directions, and relationships in space • Respond to even and uneven rhythms 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 characters, objects and/or locations • Explore imagined characters and/or environments • Explore a character or emotion by using facial expressions, gestures, posture, and walk • Dramatize a folk/fairy tale • Identify characters and setting in a given story or scene • Identify the beginning, middle, and end of a story or scene <p>MUSIC</p> <ul style="list-style-type: none"> • Identify and perform beginning music rhythms • Distinguish between beat and rhythm • Identify upward and downward movement in notation • Identify simple forms of music as same or different <p>VISUAL ART</p> <ul style="list-style-type: none"> • Create works of art from imagination and observation 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
<p>27A: Analyze how the arts function in history, society and everyday life.</p>	<ul style="list-style-type: none"> • Tell about a personal experience in the arts • Identify ways the arts are used in celebration • Practice appropriate audience behavior related to each art form
<p>27B: Understand how the arts shape and reflect history, society and everyday life.</p>	<ul style="list-style-type: none"> • Connect works of art to stories about people and/or everyday life

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

TECHNOLOGY

Domain One: Basic Operations and Concepts

Basic Operations and Concepts	First Grade
<p>A. Demonstrate a sound understanding of the nature and operation of technology systems.</p> <p>B. Are proficient in the use of technology</p>	<ul style="list-style-type: none"> • Identify common desktop icons (e.g., hard drive, trash, folder, CD-ROM) • Utilize the desktop and close box • Identify general use of AV equipment (e.g., VCR, laserdisc, digital camera, camcorder, audio CD player, audio cassette player, TV) • Identify and use various input/output ports (e.g., speaker, headphone, microphone) • Open an application (e.g., double click icon, Apple menu, Start menu, Launcher, Dock) • Quit an application properly • Use a pull-down menu • Demonstrate proficient mouse skills • Wake up a computer • Find the power button on the computer • Identify the cursor • Explain that a hard drive is used for storage • Recognize when help is needed • Locate letters and numbers on a keyboard • Use basic keys functions (Space bar, return/enter key, shift key)

Domain Two: Social, Ethical and Human Issues

Social, ethical, and human issues	First Grade
<p>A. Understand the ethical, cultural, and societal issues related to technology</p> <p>B. Practice responsible use of technology systems, information, and software</p> <p>C. Develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits and productivity</p>	<ul style="list-style-type: none"> • Identify ways technology influences and changes the lives of people in communities • Identify uses of technology at home and at school • Recognize ownership of own work and respect the work of others • Treat all equipment with respect and proper care • Recognize that there is a District #116 Acceptable Use Policy (AUP) • Recognize age-appropriate issues related to the use of technology

Domains Three and Four: Technology productivity and communication tools

Technology productivity and communication tools	First Grade
<p>A. Use technology tools to enhance learning, increase productivity, and promote creativity</p> <p>B. Use productivity and media tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works</p> <p>C. Use telecommunications and a variety of media and formats to communicate information and ideas effectively with peers, experts, and other audiences.</p>	<ul style="list-style-type: none"> • Type own name and/or text (with capitalization and spacing) • Delete text using delete or backspace keys • Insert and move cursor (arrow keys, mouse, optional touch screen) • Use an age-appropriate database with guidance • Navigate through a simple multimedia presentation • Use paint tools (change color, fill, paint brush, eraser) • Use drawing tools (e.g., lines, shapes)

Domain Five: Technology Research Tools

Technology Research Tools	First Grade
A. Use technology to locate, evaluate and collect information from a variety of sources B. Use technology tools to process data and report results C. Evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks	<ul style="list-style-type: none">• Know that the internet is a potential source of information

Domain Six: Technology problem-solving and decision-making tools

Technology problem-solving and decision-making tools	First Grade
A. Use technology resources for solving problems and making informed decisions B. Employ technology in the development of strategies for solving problems in the real world	N/A