

**Urbana School District #116**  
**KINDERGARTEN 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 letters and the sounds they make</li> <li>• Hear the difference between sounds</li> <li>• Know how to rhyme</li> <li>• I can say the sounds in a word</li> <li>• Know the names of many kinds of things and people</li> </ul>
1B: Apply reading strategies to improve understanding and fluency	<ul style="list-style-type: none"> <li>• Know the parts of a book and what they are used for</li> <li>• Hold book the right way and follow the words from left to right and top to bottom</li> <li>• Know that words and writing mean something</li> <li>• Know that pictures help me read the words</li> <li>• Read some words</li> </ul>
1C: Comprehend a broad range of reading materials	<ul style="list-style-type: none"> <li>• Use prior knowledge understand what is read</li> <li>• Retell a story using own words</li> <li>• Ask and answer questions about books</li> <li>• Predict what will happen in a story</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>• Know the difference between fiction and nonfiction</li> <li>• Tell about characters and what happens in a story</li> </ul>
2B: Read and interpret a variety of literary works	<ul style="list-style-type: none"> <li>• Read and understand different kinds of books</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>• Write from left to right and top to bottom</li> <li>• Tell the difference between letters and words</li> <li>• Leave a space between words when writing</li> <li>• Write first and last name</li> <li>• Write the beginning and ending sounds in words</li> <li>• Write uppercase and lowercase letters</li> <li>• Name all upper and lower case letters</li> </ul>
3B: Compose well-organized and coherent writing for specific purposes and audiences.	<ul style="list-style-type: none"> <li>• Tell some ideas of things to write about</li> <li>• Write three sentences about one topic</li> <li>•</li> </ul>
3C: Communicate ideas in writing to accomplish a variety of purposes.	<ul style="list-style-type: none"> <li>• Use drawings and writing to communicate</li> <li>• Read what my own writing says</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 to and follow directions</li><li>• Take part in class discussions</li></ul>
4B: Speak effectively using language appropriate to the situation and audience.	<ul style="list-style-type: none"><li>• Tell about what student wants, feels, and needs</li><li>• Use language correctly for formal and casual settings</li></ul>

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"><li>• Read and understand words and pictures in the classroom</li><li>• Recite the alphabet</li><li>• Find the title of a book</li></ul>
5B: Analyze and evaluate information acquired from various sources.	<ul style="list-style-type: none"><li>• Ask questions about things he/she wants to know</li></ul>
5C: Apply acquired information, concepts, and ideas to communicate in a variety of formats.	<ul style="list-style-type: none"><li>• Use prior knowledge to learn new information</li><li>• Tell others about what has been learned</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>Identify and order numerals 0 – 20</li><li>Match numerals to quantities of objects to 10</li><li>Tell which number is greater than, less than, or equal to</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>Count 0 – 20</li><li>Use pictures and objects to do addition</li></ul>
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
7A: Measure and compare quantities using appropriate units, instruments and methods.	<ul style="list-style-type: none"><li>Tell the difference between yesterday, today and tomorrow</li><li>Measures using nonstandard units</li></ul>
7B: Estimate measurements and determine acceptable levels of accuracy.	<ul style="list-style-type: none"><li>Compare objects by size</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>Find a pattern and tell about it</li> <li>Create a simple pattern</li> <li>Extend a pattern</li> </ul>
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"> <li>Identify and draw circle, square, triangle, oval, and rectangle</li> <li>Use words like beside, over, under, on</li> </ul>
9B: Identify, describe, classify and compare relationships using points, lines, planes, and solids.	<ul style="list-style-type: none"> <li>Compare objects by shape, size and color</li> </ul>
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"> <li>Read information from picture and bar graphs</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 possible or impossible</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 equipment and materials safely</li> <li>• Describe patterns that are observed</li> <li>• Ask questions about science</li> <li>• Guess what will happen based on observations</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>• Match sense organs to their sense</li> <li>• Use my sense organs to explore</li> <li>• Group things that are alive and things that are not alive</li> <li>• Group living things based on how they look</li> <li>• Describe the basic life cycle of an animal or plant</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>• Tell what living things need to live</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>• Tell what things look like</li> <li>• Compare the ways different objects look and feel</li> <li>• Group objects as similar or different based on how they look and feel</li> </ul>
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"> <li>• Tell what the weather is like</li> <li>• Name the seasons</li> <li>• Tell how each season is different</li> <li>• Point to land and water on a globe or map</li> <li>• Talk about why it is good to recycle</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>• Identify the earth, moon, sun and sky</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>• Describe patterns that are observed</li> <li>• Ask questions about science</li> <li>• Guess what will happen based on observations</li> </ul>
13B: Know and apply concepts that describe the interaction between science, technology and society.	<ul style="list-style-type: none"> <li>• Tell how he/she uses technology</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.	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"> <li>Explain major holidays.</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>Explain the uses for money.</li> <li>Recognize types of money.</li> <li>Describe jobs and work in the community.</li> <li>Explain why people work.</li> </ul>
15B: Understand that scarcity necessitates choices by consumers.	<ul style="list-style-type: none"> <li>Explain why people make choices about what they buy and sell.</li> </ul>
15C: Understand that scarcity necessitates choices by producers.	<ul style="list-style-type: none"> <li>Explain why people make choices about what they buy and sell.</li> </ul>
15D: Understand trade as an exchange of goods or services,	<ul style="list-style-type: none"> <li>Tell what trade is.</li> <li>Tell what bartering is.</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>Use a calendar and be familiar with the clock</li> <li>Explain the difference between past, present and future.</li> </ul>
16B: Understand the development of significant political events.	<ul style="list-style-type: none"> <li>Compare things that are happening now and events that occurred long ago.</li> </ul>
16C: Understand the development of economic systems.	NA
16D: Understand Illinois, United States and world social history.	<ul style="list-style-type: none"> <li>Name important people and important things that happened in Champaign-Urbana.</li> </ul>
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"> <li>Describe where he/she lives in Urbana and the world.</li> </ul>
17B: Analyze and explain characteristics and interactions of the Earth's physical systems.	<ul style="list-style-type: none"> <li>Can use words such as "near" and "far".</li> </ul>
17C: Understand relationships between geographic factors and society.	NA
17D: Understand the historical significance of geography.	<ul style="list-style-type: none"> <li>Tell about folklore from different families and communities.</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>Name different types of families.</li> </ul>
18B: Understand the roles and interactions of individuals and groups in society.	<ul style="list-style-type: none"> <li>Explain the rules of the school and the classroom.</li> <li>Explain responsibilities of people in the school and the classroom.</li> <li>Name rights and responsibilities of different people at school.</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>• Demonstrate locomotor, non-locomotor, and manipulative skills.</li> <li>• Use personal space and general space safely</li> <li>• Move alone or within a group, understanding relationships to other students, equipment, and the environment</li> <li>• Demonstrate spatial awareness (behind, ahead of, next to, near to, over, under, on, through, beside).</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>• Demonstrate responsibility for safe movement practices</li> <li>• Tell some possible injuries that can occur when not following safety rules</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>• Engage in physical activities that will increase heart rate.</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>• Tell some advantages to being fit</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>• Complete part(s) of a task when participating in the day's 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>• Work cooperatively with a partner or small group in a structured 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>Tell some personal hygiene behaviors/choices that will increase health and safety (e.g., wash hands, brush teeth, eat nutritious foods)</li> <li>Recognize the color and shape of stop signs.</li> <li>Simulate personal response to fire situations: stop/drop/roll, don't open doors with hot door knobs, move on knees</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>Demonstrate how to avoid infecting others with germs</li> <li>Listen to and follow rules for playground safety, school environment, and buses</li> </ul>
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
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 basic body parts and functions(head, legs, arms, chest, feet, hands, eyes, ears, and nose)</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>Discuss the value of practicing good health habits (sleep, nutrition, relationships)</li> <li>Describe/discuss healthy family activities (meals, doctor visits)</li> </ul>
23C: Students who meet the standard can describe factors that affect growth and development	<ul style="list-style-type: none"> <li>Recognize that people grow and change in many ways</li> <li>Show an awareness of the idea that our family influences how we look and think</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>Demonstrate respect for the rights, feelings, and property of others</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>Use socially acceptable ways to resolve conflict</li> <li>Understand 'good touch' and 'bad touch'</li> </ul>
24C – Demonstrate skills essential to enhancing health and avoiding dangerous situations	<ul style="list-style-type: none"> <li>Recite own name, address, and phone number</li> <li>Practice using emergency numbers in the community, including 911</li> <li>Discuss who strangers are and why to be cautious around them</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.	<p>ALL ART FORMS</p> <ul style="list-style-type: none"> <li>Describe subject matter in specific art works</li> </ul> <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"> <li>Name eight basic colors</li> <li>Identify various types of lines, geometric shapes and simple patterns</li> <li>Tell the difference between rough and smooth textures</li> </ul>
25B: Understand the similarities, distinctions and connections in and among the arts.	<ul style="list-style-type: none"> <li>Explore feelings, stories or expressive ideas within an art work (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.	<ul style="list-style-type: none"> <li>Explore how people work together to create dance, drama, and music</li> <li>Tell the difference between a variety of mark-making tools and use materials and tools safely</li> <li>Explore different classroom instruments</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>Identify <b>body parts</b> and use in isolation and/or coordination with other body parts</li> <li>Explore <b>body shapes</b> and a variety of locomotor and non-locomotor movements</li> <li>Use <b>personal and general space</b> appropriately</li> <li>Explore different sizes, levels, directions, and relationships in space</li> <li>Experiment with different rhythms and tempos through movement</li> <li>Explore movement qualities</li> </ul> <p>DRAMA</p> <ul style="list-style-type: none"> <li>Practice the following skills in dramatic activities: <b>observation, concentration, imagination</b></li> <li>Use <b>pantomime</b> to express a variety of familiar characters and/or activities</li> <li>Use the body to explore characters, ideas, and emotions</li> <li>Use dramatic activities to explore the beginning, middle, and end of a story</li> <li>Use <b>personal and general space</b> appropriately</li> </ul> <p>MUSIC</p> <ul style="list-style-type: none"> <li>Identify <b>pitch</b> as high, low, going up, going down</li> <li>Identify and demonstrate a variety of tempos</li> <li>Identify and demonstrate an understanding of</li> </ul>

	<p><b>dynamics</b> in music</p> <ul style="list-style-type: none"> <li>• Identify and demonstrate an appropriate singing voice</li> <li>• Identify and demonstrate a steady <b>beat</b></li> <li>• Identify common classroom instruments</li> </ul> <p>VISUAL ART</p> <ul style="list-style-type: none"> <li>• Create works of art from imagination using a variety of materials for both 2-D and 3-D artworks</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>• Name the four fine arts</li> <li>• Practice 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>• Identify ways the arts are used in celebration</li> <li>• Tell about images found in artworks</li> </ul>

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**Urbana School District #116  
KINDERGARTEN CORE EXPECTATIONS**

**TECHNOLOGY**

**Domain One: Basic Operations and Concepts**

Basic Operations and Concepts	Kindergarten
A. Demonstrate a sound understanding of the nature and operation of technology systems.	<ul style="list-style-type: none"> <li>• Identify the physical components of a computer (keyboard, mouse, monitor, CPU, printer, disk drive)</li> </ul>
B. Are proficient in the use of technology	<ul style="list-style-type: none"> <li>• Distinguish between hardware and software.</li> <li>• Recognize letters and numbers on the keyboard</li> </ul>

**Domain Two: Social, Ethical and Human Issues**

Social, ethical, and human issues	Kindergarten
<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"> <li>▪ Identify ways technology influences and changes the lives of people in communities</li> <li>▪ Identify uses of technology at home and at school</li> <li>▪ Recognize ownership of own work and respect the work of others</li> <li>▪ Treat all equipment with respect and proper care</li> <li>▪ Take turns using the computer</li> <li>▪ Recognize that there are rules for using the computer</li> <li>▪ Recognize age-appropriate issues related to the use of technology</li> </ul>

**Domains Three and Four: Technology productivity and communication tools**

Technology productivity and communication tools	Kindergarten
<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"> <li>▪ Recognize own name</li> <li>▪ Listen to CD story books</li> </ul>

**Domain Five: Technology Research Tools**

Technology Research Tools	Kindergarten
<p>A. Use technology to locate, evaluate and collect information from a variety of sources</p> <p>B. Use technology tools to process data and report results</p> <p>C. Evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks</p>	

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

Technology problem-solving and decision-making tools	Kindergarten
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