



**Community Consolidated
School District 15**

**2008-09
Learner
Statements**



Mission Statement

The Mission of School District 15 is to produce world-class learners by building a connected learning community.

Our Core Values are:

- Visionary Leadership
- Learning-Centered Education
- Organizational and Personal Learning
- Valuing Faculty, Staff, and Stakeholders
- Agility
- Focus on the Future
- Managing for Innovation
- Social Responsibility
- Focus on Results and Creating Value

Our Key Goals are:

- World-class student achievement in reading, mathematics, communication skills, problem solving skills, social skills, technology literacy, and life skills
- Constituent involvement and satisfaction
- Effective and efficient instructional and administrative processes
- High-performing staff
- Financial performance

Board of Education

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Kindergarten

The District 15 Learner Statements are grade-level benchmarks that are aligned to the Illinois State Goals and Standards.

The Learner Statements represent what all children at each grade level should know, understand, and be able to do.

The appearance of a learner statement at one grade level does not diminish the **introduction** and **practice** done in prior grade levels, nor the continued practice for **reinforcement** in subsequent grade levels.

Uses for the Learner Statements include:

- Setting goals for instruction.
- Communication at parent conferences.
- Teacher communication within grade levels.
- Teacher communication across grade levels.



Language Arts

State Goal 1: Read with understanding and fluency.

State Standards

- A. Apply word analysis and vocabulary skills to comprehend selections.
- B. Apply reading strategies to improve understanding and fluency.
- C. Comprehend a broad range of reading materials.

District 15 Learner Statements

- 1.A. Know the order of the alphabet
- 2.A. Know all upper- and lower-case letters
- 3.A. Understand the association between the spoken and written word (e.g., letters are symbols that represent sounds, the concept of a word)
- 4.A. Understand that print conveys meaning
- 5.B. Use pictures to understand a story
- 6.B. Make simple predictions (e.g., based on pictures)
- 7.C. Understand basic ideas in a story (e.g., characters, setting, main idea)
- 8.C. Know that patterns exist in text (e.g., pattern books, nursery rhymes)

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

State Standards

- A. Understand how literary elements and techniques are used to convey meaning.
- B. Read and interpret a variety of literary works.

District 15 Learner Statements

- 1.A. Understand that stories have a beginning, middle, and end
- 2.B. Distinguish between fiction and nonfiction

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

- A. Use correct grammar, spelling, punctuation, capitalization, and structure.
- B. Compose well-organized and coherent writing for specific purposes and audiences.
- C. Communicate ideas in writing to accomplish a variety of purposes.

District 15 Learner Statements

- 1.A. Write first and last name
- 2.A. Form upper- and lower-case letters in print
- 3.B. Use a logical sequence of events to dictate a story from background experience
- 4.B. Use mixture of drawing and writing to convey an idea
- 5.B. Share finished product with others

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

- A. Listen effectively in formal and informal situations.
- B. Speak effectively using language appropriate to the situation and audience.

District 15 Learner Statements

- 1.A. Follow simple oral directions (e.g., one or two steps)
- 2.A. Listen for specific purposes (e.g., to comprehend, to listen to others, to follow directions)
- 3.A. Know patterns of sound in oral language (e.g., rhyming words)
- 4.B. Use speaking and listening to develop and expand vocabulary (e.g., numbers, adjective, action words, shapes, colors, categories)
- 5.B. Ask and respond to questions to clarify meaning
- 6.B. Speak in a variety of settings (e.g., discussions, informal conversations, shared readings, whole group interactions)

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

- A. Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.
- B. Analyze and evaluate information acquired from various sources.
- C. Apply acquired information, concepts, and ideas to communicate in a variety of formats.

District 15 Learner Statements

- 1.C. Retell learned information in a variety of formats (drawing, orally, writing)

Mathematics

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 Standards**

- A. Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.
- B. Investigate, represent, and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms, and relationships.
- C. Compute and estimate using mental mathematics, paper-and-pencil methods, calculators, and computers.
- D. Solve problems using comparison of quantities, ratios, proportions, and percents.

District 15 Learner Statements

- 1.A. Count sets and attach numbers to sets of objects to 20
 - 2.A. Count forward 0–115, backward 12–0
 - 3.A. Count by 10s to 100
 - 4.A. Write and order the numbers 0–20
 - 5.A. Name ordinals first, second, and third
 - 6.B. Solve number stories with the use of manipulatives
 - 7.B. Add and subtract 0 and 1 from numbers within each student’s counting range
 - 8.C. Use mental math to solve problems
 - 9.C. Understand that an estimate is a reasonable guess
 - 10.D. Understand the common terms: more, less, and equal to, to compare numbers
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State Goal 7: Estimate, make, and use measurements of objects, quantities, and relationships and determine acceptable levels of accuracy.

State Standards

- A. Measure and compare quantities using appropriate units, instruments, and methods.
- B. Estimate measurements and determine acceptable levels of accuracy.
- C. Select and use appropriate technology, instruments, and formulas to solve problems, interpret results, and communicate findings.

District 15 Learner Statements

- 1.A. Compare height, weight, length, and temperature (e.g., taller-shorter, heavier-lighter, longershorter, hot-cold)
 - 2.A. Recognize and name a penny, nickel, dime, and quarter
 - 3.A. Recite the days of the week and months of the year
 - 4.A. Read time to the hour on analog and digital clock
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State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results.

State Standards

- A. Describe numerical relationships using variables and patterns.
- B. Interpret and describe numerical relationships using tables, graphs, and symbols.
- C. Solve problems using systems of numbers and their properties.
- D. Use algebraic concepts and procedures to represent and solve problems.

District 15 Learner Statements

- 1.A. Recognize and create patterns using manipulatives (i.e., ab, aabb, abc)
 - 2.B. Sort, classify, and order objects by size and/or shape
 - 3.D. Describe qualitative change, such as a student grows taller
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State Goal 9: Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space.

State Standards

- A. Demonstrate and apply geometric concepts involving points, lines, planes, and space.
- B. Identify, describe, classify, and compare relationships using points, lines, planes, and solids.
- C. Construct convincing arguments and proofs to solve problems.
- D. Use trigonometric ratios and circular functions to solve problems.

District 15 Learner Statements

- 1.A. Recognize and name the four basic shapes—circle, square, triangle, and rectangle
- 2.B. Use attributes to compare plane (two-dimensional) objects—shape, size, and number of corners
- 3.B. Describe one object in relation to another using terms such as over/under, above/below
- 4.B. Place an object in a specified position
- 5.B. Describe direction and distance using terms such as near/far, left/right

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

State Standards

- A. Organize, describe, and make predictions from existing data.
- B. Formulate questions, design data collection methods, gather and analyze data, and communicate findings.
- C. Determine, describe, and apply the probabilities of events.

District 15 Learner Statements

- 1.B. Construct graphs using real objects or pictures and answer questions pertaining to graph

Science

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

State Standards

- A. Know and apply the concepts, principles, and processes of scientific inquiry.
- B. Know and apply the concepts, principles, and processes of technological design.

District 15 Learner Statements

- 1.A. Formulate predictions from observed events
- 2.A. Understand that objects and information can be classified, sorted, and grouped
- 3.A. Work to ensure a safe environment following safety procedures at all times

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

State Standards

- A. Know and apply concepts that explain how living things function, adapt, and change.
- B. Know and apply concepts that describe how living things interact with each other and with their environment.
- C. Know and apply concepts that describe properties of matter and energy and the interactions between them.
- D. Know and apply concepts that describe force and motion and the principles that explain them.
- E. Know and apply concepts that describe the features and processes of the Earth and its resources.
- F. Know and apply the concepts that explain the composition and structure of the universe and Earth's place in it.

District 15 Learner Statements

- 1.A. Understand the distinction between living and nonliving things
- 2.A. Identify the basic needs of plants (air, water, nutrients, and light)
- 3.A. Understand the function of different parts of the plant (seed, stem, leaf, roots, flower)
- 4.A. Identify the life cycle of a plant
- 5.E. Understand simple weather data (clouds, precipitation, wind direction and speed)

- 6.E. Understand that weather changes from day to day and over the seasons. Identify the order of the seasons and the different characteristics of each season
- 7.E. Identify types of precipitation and the conditions that cause them to form
- 8.E. Observe and describe changes that occur in weather over time

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

State Standards

- A. Know and apply the accepted practices of science.
- B. Know and apply concepts that describe the interaction between science, technology, and society.

District 15 Learner Statements

- 1.A. Know that knowledge can be gained from careful observations and simple experiments
- 2.B. Identify ways to reduce, reuse, and recycle materials

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

State Standards

- A. Understand and explain basic principles of the United States government.
- B. Understand the structures and functions of the political systems of Illinois, the United States, and other nations.
- C. Understand election processes and responsibilities of citizens.
- D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States, and other nations.
- E. Understand United States foreign policy as it relates to other nations and international issues.
- F. Understand the development of United States political ideas and traditions.

District 15 Learner Statements

- 1.C. Use fairness and respect for others when settling arguments
- 2.C. Understand individual responsibilities (e.g., following rules, respecting others, sharing)
- 3.C. Understand why we have rules, the importance of enforcing rules, and the consequences of breaking them

Social Science

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

State Standards

- A. Understand how different economic systems operate in the exchange, production, distribution, and consumption of goods and services.
- B. Understand that scarcity necessitates choices by consumers.
- C. Understand that scarcity necessitates choices by producers.
- D. Understand trade as an exchange of goods or services.
- E. Understand the impact of government policies and decisions on production and consumption in the economy.

District 15 Learner Statements

- 1.B. Understand the difference between basic needs (e.g., food, clothing, and shelter) and wants (e.g., luxuries)
- 2.C. Understand the terms: resource—surplus—scarcity and how they impact consumption of goods (e.g., snacks, crayons, toys, money)

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

State Standards

- A. Apply the skills of historical analysis and interpretation.
- B. Understand the development of significant political events.
- C. Understand the development of economic systems.
- D. Understand Illinois, United States, and world social history.
- E. Understand Illinois, United States, and world environmental history.

District 15 Learner Statements

- 1.A. Understand that events occur in a sequence (e.g., construct a time line of events of the day, week, or year)
- 2.B. Know the people and events honored in national holidays (e.g., Labor Day, Thanksgiving, Veterans Day, Presidents Day)

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

State Standards

- A. Locate, describe, and explain places, regions, and features on the Earth.
- B. Analyze and explain characteristics and interactions of the Earth's physical systems.
- C. Understand relationships between geographic factors and society.
- D. Understand the historical significance of geography.

District 15 Learner Statements

- 1.A. Know the relative location of the local community, state, and country on a map or globe
- 2.A. Know basic land features in the local community (e.g., rivers, streams, hills, fields, forests)
- 3.B. Know the physical components of ecosystems (e.g., plants, animals, land and water forms)

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

State Standards

- A. Compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions.
- B. Understand the roles and interactions of individuals and groups in society.
- C. Understand how social systems form and develop over time.

District 15 Learner Statements

- 1.A. Understand personal family heritage through stories, songs, and celebrations
- 2.A. Understand the importance of respecting the different cultural backgrounds of those in their local community, region, and nation
- 3.B. Know different social roles (e.g., member of a family, part of a group of friends, classmates, part of a club or organization)

Physical Development

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

State Standards

- A. Demonstrate physical competency in individual and team sports, creative movement, and leisure and work-related activities.
- B. Analyze various movement concepts and applications.
- C. Demonstrate knowledge of rules, safety, and strategies during physical activity.

District 15 Learner Statements

- 1.A. Understand the concept of locomotor skills: jumping, galloping, hopping, skipping, balance beam walking, and animal walks
 - 2.B. Recognize and identify major body parts including arm, leg, ankle, wrist, elbow, hips, head, neck, shoulders, and feet
 - 3.B. Identify left and right hand, foot/leg, and side
 - 4.B. Understand basic movements: forward/backward, in/out, over/under, up/down
 - 5.B. Understand basic concept of rolling and kicking a ball, throwing overhand and underhand
 - 6.B. Understand the concept of tossing and catching
*taught by trained volunteers
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State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

State Standards

- A. Know and apply the principles and components of health-related fitness.
- B. Assess individual fitness levels.
- C. Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.

District 15 Learner Statements

Not tested at this benchmark

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

State Standards

- A. Demonstrate individual responsibility during group physical activities.
- B. Demonstrate cooperative skills during structured group physical activity.

District 15 Learner Statements

- 1.A. Understand the difference between personal space and general space
*taught by trained volunteers

Health

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

State Standards

- A. Explain the basic principles of health promotion, illness prevention, and safety.
- B. Describe and explain the factors that influence health among individuals, groups, and communities.
- C. Explain how the environment can affect health.

District 15 Learner Statements

- 1.A. Know behaviors that stop the spread of germs and illness (wash hands, cover mouth while coughing)
- 2.A. Know the necessary behaviors to promote health and prevent illness (brush teeth, wash hands)
- 3.A. Understand different behaviors for being approached by or talking to a stranger
- 4.A. Understand rules of safety while walking, riding a bike, or riding in a car
- 5.A. Know that exercising and playing are often important to a healthy lifestyle

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

- A. Describe and explain the structure and functions of the human body systems and how they interrelate.
- B. Explain the effects of health-related actions on the body systems.
- C. Describe the factors that affect growth and development.

District 15 Learner Statements

- 1.B. Know that food, sleep, exercise, and hygiene affect health
- 2.B. Know that illness (asthma, heart disease) can be caused by factors other than germs

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

- A. Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.
- B. Apply decision-making skills related to the protection and promotion of individual health.
- C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

District 15 Learner Statements

- 1.A. Know positive communication skills (manners, listening)

Fine Arts

State Goal 25: Know the language of the arts.**State Standards**

- A. Understand the sensory elements, organizational principles, and expressive qualities of the arts.
- B. Understand the similarities, distinctions, and connections in and among the arts.

District 15 Learner Statements

MUSIC

- 1.A-B. Know and demonstrate the difference between singing, speaking, whispering, and shouting

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

- A. Understand processes, traditional tools, and modern technologies used in the arts.
- B. Apply skills and knowledge necessary to create and perform in one or more of the arts.

District 15 Learner Statements

MUSIC

- 1.B. Perform steady beat
- 2.B. Sing with others
- 3.A. Perform movements with music including clapping, stamping, patting, walking, skipping, and galloping
- 4.B. Sing and listen to music of other cultures

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

- A. Analyze how the arts function in history, society, and everyday life.
- B. Understand how the arts shape and reflect history, society, and everyday life.

District 15 Learner Statements

MUSIC

- 1.A-B. Sing and listen to music of other cultures

Technology

State Goal: None

State Standards

None

District 15 Learner Statements

- 1. Identify the seven computer components: monitor, on-off switch, disk drive, keyboard, printer, CPU, and mouse
- 2. Turn the computer on and shut down from the start button
- 3. Login to network using user ID and password
- 4. Launch and use software programs
- 5. Use a pull down menu within a program
- 6. Use the mouse to click and drag
- 7. Identify the difference between the left and right mouse buttons
- 8. Recognize and locate letters and numbers on the keyboard
- 9. Recognize and locate the return, escape, and space bar keys
- 10. Demonstrate proper care and use of disk drives, CD drives, mouse, and keyboard
- 11. Demonstrate proper handling and loading of a CD