



COMMUNITY CONSOLIDATED SCHOOL DISTRICT 15

2009-10 LEARNER STATEMENTS GRADE 3



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 age-appropriate sight words and common high-frequency words (e.g., antonyms, synonyms, multiple meaning words, nonphonetic words in context)
- 2.A. Use context clues (e.g., semantic context: known words, phrases, structures; story context), structural analysis (e.g., complex word families, basic prefixes and suffixes, root words; compound words), and syntactic structure to decode unknown words
- 3.A. Use glossary, dictionary, and thesaurus to clarify and extend word meaning
- 4.B. Use self-correction strategies to establish and clarify meaning (e.g., identify miscues, reread, read on, use visual and context clues, try alternate pronunciations, use meaningful substitutions, ask questions, use resources)
- 5.B. Read age-appropriate material aloud with fluency (e.g., rhythm, flow, accuracy)
- 6.B. Establish different purposes for reading (e.g., to gain information, enjoy, and learn), make predictions, connect important ideas, and link text to previous experiences and knowledge

- 7.B. Identify genres (forms and purposes) of fiction, nonfiction, poetry, and electronic literary forms
- 8.B. Preview text to anticipate what will be read (e.g., skim material; use pictures, textual clues, text format)
- 9.B. Set, monitor, and accomplish quantitative (books per month) and qualitative (fiction, nonfiction) reading goals
- 10.B. Use information to form questions and also make, confirm, and adjust predictions based on what is read
- 11.C. Use cognitive strategies to read and respond to literary and informational texts (build and activate schema, question, infer, create visual and sensory images, determine important ideas and themes, synthesize, utilize fix-up strategies)
- 12.C. Use information presented in simple tables, maps, and charts to form interpretations
- 13.C. Identify important themes and topics
- 14.C. Make comparisons across reading selections

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. Make inferences and draw conclusions regarding story elements (e.g., the traits, actions, and motives of main characters; context, events; setting; theme)
- 2.A. Understand similarities and differences among literary works in terms of the elements of theme, setting, plot, characters, and events
- 3.B. Read and recognize distinguishing characteristics of a variety of literary texts (e.g., fiction, nonfiction, poetry, prose, realistic fiction, fairy tales, fables, fantasy, biographies, autobiographies)
- 4.B. Respond to literary materials by connecting them to their own experiences and communicate those responses to others

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. Spell common, high-frequency words (e.g., spell first 200 common, high-frequency words; use knowledge of root words, prefixes, and suffixes; use spelling patterns, such as word families and letter combinations)
- 2.A. Use rules of capitalization in writing (e.g., sentences beginning, formal titles, first word in salutation of a letter)
- 3.A. Use rules of punctuation in writing (e.g., use commas in direct quotations, in addresses, and to separate phrases in a sentence; use periods to punctuate declarative sentences; use quotation marks to indicate dialogue; use apostrophes to indicate possession)
- 4.A. Use parts of speech in writing (e.g., use appropriate verb tense; use comparative and superlative adjectives and adverbs; use plurals of common irregular nouns, use pronouns and conjunctions)
- 5.A. Use a variety of sentence structures in writing (e.g., simple, compound)

- 6.A. Form letters in cursive
- 7.B. Use prewriting strategies to generate ideas and plan written work (e.g., brainstorming, webbing, rehearsing ideas, using story maps and graphic organizers, organizing ideas sequentially or around major points of information)
- 8.B. Use strategies to maintain a clear main idea or point of view throughout writing (e.g., establish a purpose for writing, include a thematic introduction or preview, address the position throughout writing, include a conclusion)
- 9.B. Use strategies to establish an organizational structure (e.g., use paragraph form, use transitions; include a logical flow of related ideas; use devices such as repetition, parallel structure, connectives, and sentence variety to achieve coherence)
- 10.B. Use strategies to integrate elements of writing (i.e., focus, elaboration, organization)
- 11.B. Use descriptive language and appropriate word choice to enhance ideas (e.g., use comparatives, superlatives, pronouns, plurals, possessives; use language appropriate to subject and audience)
- 12.B. Use strategies to write narratives (e.g., establish a context, establish a point of view, provide an organizing structure, develop events through time)
- 13.B. Use simple facts, details, and examples to support and develop a topic in expository writing
- 14.B. Use strategies to write persuasive text (e.g., state a clear position, develop one side of an argument, support position with reasons and examples)
- 15.B. Use strategies to revise and edit writing (e.g., improve content, grammar, and sentence structure; check for clear and specific vocabulary; check for capitalization and punctuation; check for specific information; combine sentences; offer constructive suggestions for revision to others)
- 16.B. Identify strengths and weaknesses in own writing

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 complex oral directions accurately
- 2.A. Use basic listening strategies (e.g., make eye contact, face the speaker, paraphrase information)
- 3.A. Listen for a specific purpose (e.g., to retell a story, to follow directions, to gain information, interpret nonverbal cues)
- 4.B. Use strategies to organize oral presentations (e.g., organize ideas sequentially or around major points of information)
- 5.B. Speak for different purposes (e.g., to describe, to report, to explain, to persuade, to give directions, to share information, to present ideas, to question)
- 6.B. Use verbal strategies to communicate with an audience (e.g., use appropriate volume, pitch, tone, and rate; use clear and specific vocabulary; use simple figurative language, such as similes, metaphors, idioms; present ideas in an orderly way)

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.A. Use alphabetical and numerical ordering to locate information (e.g., table of contents, index, dictionary, encyclopedia, telephone book)
- 2.B. Select and organize resources from various sources for a specific purpose (e.g., dictionary for word meaning, encyclopedia for concept information)
- 3.B. Record sources used to gather information
- 4.C. Write letters, reports, and stories based on gathered information
- 5.C. Use a variety of print and nonprint resources to gather and use information (e.g., encyclopedias, periodicals, videos, interviews, software, cassette recordings)

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. Read, write, recognize, and model equivalent representations of whole numbers and their place values up to 100,000.
- 2.A. Identify and write (in words and standard form) whole numbers up to 100,000.
- 3.A. Recognize a fraction represented with a pictorial model.
- 4.A. Represent multiplication as repeated addition.
- 5.A. Order and compare whole numbers up to 10,000 using symbols ($>$, $<$, or $=$) and words (e.g., greater (more) than, less than, equal to, between).
- 6.A. Order and compare decimals expressed using monetary units.
- 7.A. Identify and locate whole numbers and halves on a number line.
- 8.A. Solve problems involving descriptions of numbers, including characteristics and relationships (e.g., odd/even, factors/multiples, greater than, less than).
- 9.B,C. Solve problems and number sentences involving addition and subtraction with regrouping.
- 10.B,C. Solve problems involving the value of a collection of bills and coins whose total value is \$10.00 or less, and make change.
- 11.B,C. Model and apply basic multiplication facts (up to 10×10), and apply them to related multiples of 10 (e.g., $3 \times 4 = 12$, $30 \times 4 = 120$).
- 12.B,C. Use the inverse relationships between addition and subtraction to complete basic fact sentences and solve problems (e.g. $5 + 3 = 8$ and $8 - 3 =$).

13.B,C. Solve problems involving the multiplicative identity of one (e.g., $3 \times 1 = 3$) and the additive identity of zero (e.g., $3 + 0 = 3$).

14.B,C. Make estimates appropriate to a given situation with whole numbers

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-C. Solve problems involving simple elapsed time in compound units (e.g., hours, minutes, days).
- 2.A-C. Select and use appropriate standard units and tools to measure length (to the nearest inch or cm), time (to the nearest minute), and temperature (to the nearest degree).
- 3.A-C. Solve problems involving the perimeter of a polygon with given side lengths or a given nonstandard unit (e.g., paperclip).
- 4.A-C. Solve problems involving the area of a figure when whole and half square units are shown within the figure.
- 5.A-C. Compare and estimate length (including perimeter), area, and weight/mass using referents.
- 6.A-C. Determine the volume of a solid figure that shows cubic units.
- 7.A-C. Solve problems involving simple unit conversions within the same measurement system for time and length

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. Determine a missing term in a pattern (sequence), describe a pattern (sequence), and extend a pattern (sequence) when given a description or pattern (sequence).
- 2.A. Write an expression to represent a given situation.
- 3.C,D. Represent simple mathematical relationships with number sentences (equations and inequalities).
- 4.C,D. Solve one-step addition and subtraction equations that have a missing number or missing operation sign (e.g., $3 + \square = 5$, $6 \square = 7$).
- 5.C,D. Solve word problems involving unknown quantities

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. Identify, describe, and sketch two-dimensional shapes (triangles, squares, rectangles, pentagons, hexagons, and octagons) according to the number of sides, length of sides, and number of vertices.
- 2.A. Identify and describe three-dimensional shapes (cubes, spheres, cones, cylinders, prisms, and pyramids) according to their characteristics (faces, edges, vertices).
- 3.A. Locate and identify points using numbers and symbols on a grid, and describe how points relate to each other on a grid (e.g., ♥ is 2 units below ☀, point A is 3 units to the right of point B).
- 4.A. Identify whether or not a figure has a line of symmetry, and sketch or identify the line of symmetry.
- 5.A. Identify images resulting from flips (reflections), slides (translations), or turns (rotations).
- 6.A. Identify parallel lines.
- 7.B. Identify the two-dimensional components of a three-dimensional object (e.g., a cube has square faces).
- 8.B. Identify a three-dimensional object from its net.
- 9.B. Predict the result of putting shapes together (composing) and taking them apart (decomposing).
- 10.B. Identify congruent and similar figures by visual inspection.
- 11.B. Determine the distance between two points on the number line in whole numbers.

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.A,B. Read and interpret data represented in a pictograph, bar graph, Venn diagram (with two circles), tally chart, or table.
- 2.A,B. Complete missing parts of a pictograph, bar graph, tally chart, or table for a given set of data.
- 3.A,B. Determine the mode, given a set of data or a graph.
- 4.C. Classify events using words such as certain, most likely, equally likely, least likely, possible, and impossible.
- 5.C. Describe the chances associated with a context presented visually, including using the response format "3 out of 4."

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. Understand the basic principles of experimental design (e.g., determining best experimental setup for answering a specific question)
- 2.A. Conduct simple scientific investigations using basic research skills (e.g., formulate questions (hypothesis), make systemic observations, arrange data into logical patterns, interpret results, generate reasonable explanations/conclusions from data)
- 3.A. Compare individual and group observations and results. Analyze data and retest if necessary.

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.D. Know basic forces (e.g., pushes, pulls, gravity, friction, magnetism) and their effects on position and motion of objects
- 2.D. Identify simple machines and how they function (lever, inclined plane, pulley, screw, wheel, and axel)
- 3.D. Understand how simple machines apply forces with advantage
- 4.D. Understand the properties of motion (Newton's Laws)
- 5.D. Identify equilibrium conditions (e.g., in a diagram of balanced weights on levers or pulleys)
- 6.E. Understand the process and end results of erosion
- 7.E. Understand that movement in parts of the earth's crust causes earthquakes
- 8.E. Understand that the surface of the earth and land formations change over time. Know that some changes are due to slow processes and others are due to sudden events
- 9.E. Understand that some rocks contain plant and animal fossils and how they are formed
- 10.E. Identify the three basic kinds of rocks and identify the physical properties of minerals
- 11.E. Identify and explain the rock cycle
- 12.E. Understand that movement in parts of the earth's crust causes earthquakes

- 13.F. Understand basic astronomy (order of planets, moon phases, planet year lengths)
- 14.F. Understand the concept of revolution, rotation, and the tilt of the earth. Show how this impacts the earth (year, day/night, seasons)
- 15.F. Identify the differences among the planets in our solar system (inner planets, outer planets)
- 16.F. Know and recognize constellation patterns
- 17.F. Understand that the Milky Way is our galaxy
- 18.F. Identify the relative positions of the earth, moon, and sun during a solar eclipse, a lunar eclipse, a full moon, a half moon, and a new moon.
- 19.F. Understand that body mass stays the same, but weight changes based on the planet's mass

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. Understand the importance of maintaining detailed, accurate records so that others can repeat the investigations
- 2.A. Know that scientific results must be reproducible
- 3.A. Recognize that scientists share results so that each scientists may build upon what he or she learns from others
- 4.A. Work to ensure a safe environment following safety procedures at all times.

SOCIAL SCIENCE

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.B. Know the similarities and differences among local, state, and federal government structure
- 2.C. Know the process by which government officials are elected
- 3.F. Understand the significance of the U.S. flag

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.A. Understand that wages and salaries can be exchanged for work
- 2.A. Understand profit as the difference between revenues and the costs of producing or selling a good or service
- 3.B. Understand that people buy less of a product when its price goes up and more when its price goes down

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.B. Know where the major Native American communities lived prior to European settlement, with an emphasis on the local area
- 2.B. Know the significant landmarks and history of Palatine and Chicago, Illinois
- 3.D. Know how the local community is connected to other communities in the world (e.g., food, music, and traditions from those of different ethnic backgrounds)

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. Construct a simple map of their community or town using essential map elements (e.g., title, scale, key, directional indicator, date)

- 2.A. Know the different characteristics of rural, urban, and suburban communities and the different land uses associated with them. Know the defining characteristics of their local community, and the factors that influence where people choose to live (e.g., people live close to town for its proximity to stores, school, and work; people live near a lake or stream, or in the country, for aesthetic reasons)
- 3.C. Know how human activities affect the environment in the local community (e.g., clearing land to make room for a baseball field, roads, or houses)

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. Know the folktales, music, traditions, and celebrations of different cultures
- 2.A. Know the similarities and differences among different ethnic groups (e.g., ethnic groups in Chicago vs. ethnic groups in the local community)

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. Demonstrate a roll or throw with a variety of objects using underhand
- 2.A. Demonstrate catching skills at various levels
- 3.A. Demonstrate skills using dribbling, kicking, and proper techniques
- 4.B. Change directions and move in different directions and paths at various speeds and levels
- 5.B. Demonstrate eight locomotor movements in uneven and even patterns

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.B. Demonstrate responsibility during group physical activities
- 2.B. Play cooperatively in a designed or small group game, with opponents, that involves throwing and catching with dodging, chasing, and fleeing

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 when to seek the assistance of a trusted adult
- 2.A. Know distinguishing characteristics between situations where self-treating simple injuries (cut or scrape) is appropriate and when seeking help from an adult is necessary
- 3.B. Know how individuals and groups can influence health-related decisions of others (peer pressure, media, advertising)
- 4.B. Understand the necessity of members in a community practicing health-enhancing habits (not littering)
- 5.B. Know the importance of gathering health-related information from several sources

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. Understand the basic elements of the body's defense system
- 2.B. Know behaviors that can cause negative and positive changes in the body

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. Understand that communication skills can be used in important situations as well as daily situations
- 2.C. Understand that some places and situations will be more dangerous or unsafe than others, so sometimes are best avoided
- 3.B. Understand that some choices or products can be necessary, unnecessary, or dangerous

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 (COMPREHENSIVE)

- 1.A. Expand knowledge of form, tempo, and dynamics with appropriate music terms.

VISUAL ART

- 1.A. Understand the use of color, line, shape, and texture in visual art
- 2.A. Understand the use of the principles of repetition and pattern in visual art
- 3.B. Recognize the principle of balance in visual art

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 (COMPREHENSIVE)

- 1.B. Sing canons and songs in tune within an extended pentatonic range
- 2.A. Perform simple rhythm patterns using whole notes, whole rests, half notes, half rests, quarter notes, quarter rests, eighth notes, eighth rests, and sixteenth notes
- 3.B. Compose and improvise short melodies

- 4.A. Identify the four instrument families

VISUAL ART

- 1.A. Identify and understand the differences between various media and tools and how to use them in a safe and responsible manner
- 2.B. Combine knowledge and skills to manipulate media and incorporate imagination in a visual work of art
- 3.B. Draw or construct a work of art to develop eye-hand coordination

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 (COMPREHENSIVE)

- 1.B. Understand how songs, music, and dance are used in homes and communities around the world

VISUAL ART

- 1.A. Know how visual art contributes to communication, occupation, celebration, and recreation
- 2.A. Use appropriate behavior as an artist and as a member of an audience
- 3.B. Discuss how visual art communicates the similarities and differences among people, places, and times

TECHNOLOGY

STATE GOAL: NONE

STATE STANDARDS

None

DISTRICT 15 LEARNER STATEMENTS

- 1. Demonstrate the ability to edit using appropriate keyboard commands, dropdown menu, and/or toolbar
- 2. Apply spacing options (single and double)
- 3. Create a multiple paragraph document
- 4. Use the thesaurus to change a word in a word processing document
- 5. Use a multimedia CD to access information
- 6. Use a digital camera to take a picture and insert it into a document
- 7. Create a three slide multimedia presentation