

## *Fine Arts*

### Visual Arts

- Recognize various types of line in given artwork and use lines in artwork.
- Identify shapes in artwork and use shapes in artwork.
- Awareness that artwork can be 2 or 3 dimensional.
- Awareness that colors can be identified as primary and that those colors can be mixed to create secondary colors.
- Recognize that colors have value (lightness and darkness).
- Recognize that surfaces have different textures.
- Identify and create patterns in artwork.
- Safely demonstrate the correct use of art tools and materials when creating artwork.
- Demonstrate the use of originality and imagination when creating artwork.
- Tell the story and your feelings about given artwork.

### Music

- Identify long and short sounds.
- Identify fast and slow tempos.
- Match mood, emotion, or idea expressed in a musical example with the sensory element that creates that expressive quality.
- Imitate loud and soft sounds.
- Imitate high and low sounds.
- Imitate loud sounds and soft sounds when singing.
- Match the basic rhythmic patterns using symbols (i.e. || || ||) for counting.
- Use correct technique when playing various classroom instruments.
- Distinguish between the sounds of two different classroom instruments.
- Sing and perform various seasonal/cultural songs (i.e. Christmas program.)



## **Hillsboro Community School District No. 3**

### **Beckemeyer Elementary**

Principal: Brad Huber  
1035 Seymour Avenue  
Hillsboro, IL 62049  
217/532-6994  
F 217/532-5153

### **Witt Elementary**

Principal: Sandra Dona  
220 N. 3rd Street  
Witt, IL 62094  
217/594-2231  
F 217/594-2234

### **Coffeen Elementary**

Principal: Sandra Dona  
200 School Street  
Box 188  
Coffeen, IL 62017  
217/534-2314  
F 217/534-6088

## **Hillsboro Community School District No. 3**

### **LEARNING STANDARDS**

## *1st Grade*



## Learning Standards

The Hillsboro school district has learning standards and benchmarks in place for all students. The following 1st grade benchmarks represent a general outline of the content and skills taught. They provide parents and teachers with a common set of expectations for what students should know and be able to do. When parents and teachers work together as partners in the education process the children will have the best opportunity to learn and succeed in school.

### Language Arts

- Use phonics to decode simple words in age-appropriate material.
- Begin to check for understanding during reading (i.e. re-read, read ahead, use illustrations and context clues)
- Summarize or tell information from a broad range of reading material.
- Describe/compare characters, settings, and/or events in sequence of stories by distinguishing between make-believe and realistic narrative.
- Make connections from text to text, text to self, and text to world.
- Write simple sentences (i.e. subject-verb agreement) while using appropriate capitalization and end marks.
- Compose a focused story using facts, details and description.
- Use the writing process for a variety of purposes (i.e. narrative, expository.)
- Demonstrate through body language, gestures and oral responses that visual and auditory messages are being understood.
- Use presentation techniques appropriate for the situation (i.e. eye contact with audience, volume, rate, tone, avoid distracting behaviors)
- Use text aids to locate information in a book (i.e. table of contents, glossary, index, alphabetical order.)
- Begin to organize ideas to define focus of details (i.e. drawing, telling, and developmental writing.)
- Maintain focus to develop ideas by using details from pictures, diagrams, maps, and other graphic organizers.

### Math

- Recognize numbers 0 to 100.
- Perform basic addition operations sums to 18 2-digit no renaming.
- Perform basic subtraction operations differences to 18 2-digit no renaming
- Use appropriate instruments to measure (rulers, scales, clocks, thermometers, coins, calendar, etc.)
- Recognize geometric shapes as well as identify symmetry, similarities, differences
- Make and extend patterns including geometric, numbers, colors, fractions, etc.
- Read and interpret graphs and tables (i.e. bar graph, pie graph.)
- Demonstrate knowledge of problem solving
- Use place value of ones, tens.
- Solve simple number sentences such as  $3 + \_ = 7$

### Social Science

- Identify and discuss major holidays.
- Demonstrate citizenship by naming rules, responsibilities and social skills such as the Pledge.
- Understand the election process.
- Participate in current events through Weekly Reader.
- Understand roles and influences of careers in community.
- Read and interpret simple maps and globes.
- Identify and discuss family members.
- Discuss traditions and customs of families and various countries.
- Explore and discuss economics (i.e. goods, services,



### Science

- Use investigative questions and observational skills to discover patterns.
- Create a project to solve a given problem.
- Describe the different parts of living things and tell similarities and differences.
- Describe what living things need to stay alive and how they interact with each other and the environment.
- Identify and compare properties of given matter (color, shape, size, etc.)
- Demonstrate how things move (push, pull, gravity, magnets.)
- Describe features of the earth, its weather patterns and renewable resources.
- Introduce the solar system and the earth's relationship to it.
- Apply science safety rules and identify ways that science affects our lives.
- Describe ways that science is found in real-life situations.

### Physical Development

- Identify and demonstrate various locomotive skills.
- Identify and demonstrate different non-locomotor skills with a partner or alone.
- Kick a slow rolling ball and maintain balance.
- Strike a balloon repeatedly with a paddle.
- Demonstrate beginning skills to jump a self-turned rope.
- Identify safety rules when using various pieces of equipment.
- Demonstrate skills of chasing, fleeing and dodging to avoid or catch others safely.
- Demonstrate overhand and underhand throws.
- Recognize the importance of physical activity for personal well-being.
- Travel with changing speeds and directions in response to commands and/or rhythms.