

## Illinois Learning Standards

*Standards appear in italicized text. Each standard begins with “As a result of their schooling students will be able to:”.*

### English Language Arts

Goal 1: Read with understanding and fluency.

- 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.*

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

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

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

- 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.*

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

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

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

- 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.*

### Mathematics

Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.

- 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.*

Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.

- 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.*

Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.

- 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.*

Goal 9: Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes and space.

- 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.*

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

- 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.*

### **Science**

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

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

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

- 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 concepts that explain the composition and structure of the universe and Earth's place in it.*

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

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

### **Social Science**

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

- 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.*

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

- 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.*

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

- 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.*

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

- 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.*

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

- 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.*

### **Physical Development and Health**

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

- 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.*

Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

- 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.*

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

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

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

- 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.*

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

- 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 factors that affect growth and development.*

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

- 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.*

**Fine Arts**

Goal 25: Know the language of the arts.

- 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.*

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

- 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.*

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

- 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.*

**Foreign Languages**

Goal 28: Use the target language to communicate within and beyond the classroom setting.

- A. *Understand oral communication in the target language.*
- B. *Interact in the target language in various settings.*
- C. *Understand written passages in the target language.*
- D. *Use the target language to present information, concepts and ideas for a variety of purposes to different audiences.*

Goal 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.

- A. *Understand manners and customs of various target language societies.*
- B. *Understand music, dance, folk art, visual art, drama and architecture related to the target language societies.*
- C. *Understand literature and various media of target language societies.*
- D. *Understand history of areas where the target language is spoken.*
- E. *Understand geography of various target language societies.*

Goal 30: Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.

- A. *Use the target language to reinforce and further knowledge of other disciplines.*
- B. *Use the target language to demonstrate knowledge and understanding of a variety of career options.*