

Environmental Education Standards

Early in 2000, the Illinois Environmental Education Advancement Consortium (IEEAC) was challenged with reviewing the Illinois Learning Standards to identify benchmarks that addressed environmental education. In 2005, the group was challenged to look at the Science and Social Studies descriptors and identify those that addressed environmental education. Since IEEAC members believe that environmental education follows a scope and sequence of learning, we wanted to critically review each benchmark to find the correlations. The rubric chosen to complete the correlation was developed by the North American Association of Environmental Education's National Project for Excellence in Environmental Education Guidelines for Learning (K-12).

The benchmarks and descriptors identified in green are those that scored well against the rubric and when used will address environmental education. Many of the benchmarks and descriptors develop skills that are critical to an environmentally literate student. Some of these benchmarks and descriptors, however, did not score well against the rubric and are not marked as an EE benchmark. Other benchmarks and descriptors could easily be taught using the environment as the unifying context but did not score well against the rubric. Note that there are benchmarks that address EE in every core area.

The benchmarks and descriptors identified as EE were reviewed as they are written, without connection to any specific activity or lesson.

For the sake of this project, IEEAC used the definition of environmental literacy as stated by the North American Association for Environmental Education's National Project for Excellence in Environmental Education Guidelines for Learning (K-12). The definition was developed by thousands of environmental educators. That statement reads:

Environmental Education is a process that aims to develop an environmentally literate citizenry that can compete in our global economy, that has the skills, knowledge, and inclination to make well-informed choices concerning the environment, and that exercises the rights and responsibilities of members of a community.

To be effective, environmental education programs should include subjects related to: 1) knowledge of environmental processes and systems, including the Earth as a physical system, the living environment, humans and their societies, and environment and society; 2) questioning and analysis skills; 3) environmental issues investigation skills; 4) decision and citizenship skills; and 5) personal and civic responsibility.

ILLINOIS STATE BOARD OF EDUCATION ILLINOIS LEARNING STANDARDS

Finding Environmental Education in Your Standards

ENGLISH LANGUAGE ARTS

STATE GOAL 1: Read with understanding and fluency.

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
A. Apply word analysis and vocabulary skills to comprehend selections.	1.A.1a	1.A.2a	1.A.3a	1.A.4a	1.A.5a
	1.A.1b	1.A.2b	1.A.3b	1.A.4b	1.A.5b
B. Apply reading strategies to improve understanding and fluency.	1.B.1a	1.B.2a	1.B.3a	1.B.4a	1.B.5a
	1.B.1b	1.B.2b	1.B.3b	1.B.4b	1.B.5b
	1.B.1c	1.B.2c	1.B.3c	1.B.4c	1.B.5c
	1.D.1d	1.B.2d	1.B.3d		1.B.5d
C. Comprehend a broad range of reading materials	1.C.1a	1.C.2a	1.C.3a	1.C.4a	1.C.5a
	1.C.1b	1.C.2b	1.C.3b	1.C.4b	1.C.5b
	1.C.1c	1.C.2c	1.C.3c	1.C.4c	1.C.5c
	1.C.1d	1.C.2d	1.C.3d	1.C.4d	1.C.5d
	1.C.1e	1.C.2e	1.C.3e	1.C.4e	1.C.5e
	1.C.1f	1.C.2f	1.C.3f	1.C.4f	1.C.5f

**ENGLISH
LANGUAGE ARTS**
STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
A. Understand how literary elements and techniques are used to convey meaning.	2.A.1a	2.A.2a	2.A.3a	2.A.4a	2.A.5a
	2.A.1b	2.A.2b	2.A.3b	2.A.4b	2.A.5b
	2.A.1c	2.A.2c	2.A.3c	2.A.4c	2.A.5c
			2.A.3d	2.A.4d	2.A.5d
B. Read and interpret a variety of literary words.	2.B.1a	2.B.2a	2.B.3a	2.B.4a	2.B.5a
	2.B.1b	2.B.2b	2.B.3b	2.B.4b	2.B.5b
	2.B.1c	2.B.2c	2.B.3c	2.B.4c	

**ENGLISH
LANGUAGE ARTS**
STATE GOAL 3: Write to communicate for a variety of purposes.

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
A. Use correct grammar, spelling, punctuation, capitalization and structure.	3.A.1	3.A.2	3.A.3	3.A.4	3.A.5
B. Compose well-organized and coherent writing for specific purposes and audiences.	3.B.1a 3.B.1b	3.B.2a 3.B.2b 3.B.2c 3.B.2d	3.B.3a 3.B.3b	3.B.4a 3.B.4b 3.B.4c	3.B.5
C. Communicate ideas in writing to accomplish a variety of purposes.	3.C.1a 3.C.1b	3.C.2a 3.C.2b	3.C.3a 3.C.3b	3.C.4a 3.C.4b	3.C.5a 3.C.5b

**ENGLISH
LANGUAGE ARTS**
STATE GOAL 4: Listen and speak effectively in a variety of situations.

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
A. Listen effectively in formal and informal situations.	4.A.1a	4.A.2a	4.A.3a	4.A.4a	4.A.5a
	4.A.1b	4.A.2b	4.A.3b	4.A.4b	4.A.5b
	4.A.1c	4.A.2c	4.A.3c	4.A.4c	
	4.A.1d		4.A.3d	4.A.4d	
B. Speak effectively using language appropriate to the situation and audience.	4.B.1a	4.B.2a	4.B.3a	4.B.4a	4.B.5a
	4.B.1b	4.B.2b	4.B.3b	4.B.4b	4.B.5b
		4.B.2c	4.B.3c	4.B.4c	4.B.5c
		4.B.2d	4.B.3d	4.B.4d	4.B.5d

**ENGLISH
LANGUAGE ARTS**
STATE GOAL 5: Use the language arts to acquire, assess and communicate information.

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.	5.A.1a	5.A.2a	5.A.3a	5.A.4a	5.A.5a
	5.A.1b	5.A.2b	5.A.3b	5.A.4b	5.A.5b
B. Analyze and evaluate information acquired from various sources.	5.B.1a	5.B.2a	5.B.3a	5.B.4a	5.B.5a
	5.B.1b	5.B.2b	5.B.3b	5.B.4b	5.B.5b
C. Apply acquired information, concepts and ideas to communicate in a variety of formats.	5.C.1a	5.C.2a	5.C.3a	5.C.4a	5.C.5a
	5.C.1b	5.C.2b	5.C.3b	5.C.4b	5.C.5b
			5.C.3c	5.C.4c	

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.

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
A. Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.	6.A.1a 6.A.1b	6.A.2	6.A.3	6.A.4	6.A.5
B. Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.	6.B.a	6.B.2	6.B.3a 6.B.3b 6.B.3c	6.B.4	6.B.5
C. Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.	6.C.1a 6.C.1b	6.C.2a 6.C.2b	6.C.3a 6.C.3b	6.C.4	6.C.5
D. Solve problems using comparisons of quantities, ratios, proportions and percents.	6.D.1	6.D.2	6.D.3	6.D.4	6.D.5

MATHEMATICS

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

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
A. Measure and compare quantities using appropriate units, instruments and methods.	7.A.1a	7.A.2a	7.A.3a	7.A.4a	7.A.5
	7.A.1b	7.A.2b	7.A.3b	7.A.4b	
	7.A.1c				
	7.A.1d				
B. Estimate measurements and determine acceptable levels of accuracy.	7.B.1a	7.B.2a	7.B.3	7.B.4	7.B.5
	7.B.1b	7.B.2b			
C. Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.	7.C.1	7.C.2a	7.C.3a	7.C.4a	7.C.5a
		7.C.2b	7.C.3b	7.C.4b	7.C.5b
				7.C.4c	

MATHEMATICS

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

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
A. Describe numerical relationships using variables and patterns.	8.A.1a	8.A.2a	8.A.3a	8.A.4a	8.A.5
	9.A.1b	8.A.2b	8.A.3b	8.A.4b	
B. Interpret and describe numerical relationships using tables, graphs and symbols.	8.B.1	8.B.2	8.B.3	8.B.4a	8.B.5
				8.B.4b	
C. Solve problems using systems of numbers and their properties.	8.C.1	8.C.2	8.C.3	8.C.4a	8.C.5
				8.C.4b	
D. Use algebraic concepts and procedures to represent and solve problems.	8.D.1	8.D.2	8.D.3a	8.D.4	8.D.5
			8.D.3b		
			8.D.3c		

MATHEMATICS

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

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
A. Demonstrate and apply geometric concepts involving points, lines, planes and space.	9.A.1a	9.A.2a	9.A.3a	9.A.4a	9.A.5
	9.A.1b	9.A.2b	9.A.3b	9.A.4b	
		9.A.2c	9.A.3c		
B. Identify, describe, classify and compare relationships using points, lines, planes and solids.	9.B.1a	9.B.2	9.B.3	9.B.4	9.B.5
	9.B.1b				
	9.B.1c				
C. Construct convincing arguments and proofs to solve problems.	9.C.1	9.C.2	9.C.3a	9.C.4a	9.C.5a
			9.C.3b	9.C.4b	9.C.5b
				9.C.4c	
D. Use trigonometric ratios and circular functions to solve problems.	[BLANK]	[BLANK]	9.D.3	9.D.4	9.D.5

MATHEMATICS

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

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
A. Organize, describe and make predictions from existing data.	10.A.1a 10.A.1b	10.A.2a 10.A.2b 10.A.2c	10.A.3a 10.A.3b 10.A.3c	10.A.4a 10.A.4b 10.A.4c	10.A.5
B. Formulate questions, design data collection methods, gather and analyze data and communicate findings.	10.B.1a 10.B.1b 10.B.1c	10.B.2a 10.B.2b 10.B.2c 10.B.2d	10.B.3	10.B.4	10.B.5
C. Determine, describe and apply the probabilities of events.	10.C.1a 10.C.1b	10.C.2a 10.C.2b 10.C.2c	10.C.3a 10.C.3b	10.C.4a 10.C.4b 10.C.4c	10.C.5a 10.C.5b 10.C.5c

SCIENCE

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

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
A. Know and apply the concepts, principles and processes of scientific inquiry.	11.A.1a	11.A.2a	11.A.3a	11.A.4a	11.A.5a
	11.A.1b	11.A.2b	11.A.3b	11.A.4b	11.A.5b
	11.A.1c	11.A.2c	11.A.3c	11.A.4c	11.A.5c
	11.A.1d	11.A.2d	11.A.3d	11.A.4d	11.A.5d
	11.A.1e	11.A.2e	11.A.3e	11.A.4e	11.A.5e
	11.A.1f		11.A.3f	11.A.4f	
			11.A.3g		
B. Know and apply the concepts, principles and processes of technological design.	11.B.1a	11.B.2a	11.B.3a	11.B.4a	11.B.5a
	11.B.1b	11.B.2b	11.B.3b	11.B.4b	11.B.5b
	11.B.1c	11.B.2c	11.B.3c	11.B.4c	11.B.5c
	11.B.1d	11.B.2d	11.B.3d	11.B.4d	11.B.5d
	11.B.1e	11.B.2e	11.B.3e	11.B.4e	11.B.5e
		11.B.2f	11.B.3f	11.B.4f	11.B.5f
			11.B.4g		

SCIENCE

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

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
A. Know and apply concepts that explain how living things function, adapt and change.	12.A.1a	12.A.2a	12.A.3a	12.A.4a	12.A.5a
	12.A.1b	12.A.2b	12.A.3b	12.A.4b	12.A.5b
			12.A.3c	12.A.4c	
B. Know and apply concepts that describe how living things interact with each other and with their environment.	12.B.1a	12.B.2a	12.B.3a	12.B.4a	12.B.5a
	12.B.1b	12.B.2b	12.B.3b	12.B.4b	12.B.5b
C. Know and apply concepts that describe properties of matter and energy and the interactions between them.	12.C.1a	12.C.2a	12.C.3a	12.C.4a	12.C.5a
	12.C.1b	12.C.2b	12.C.3b	12.C.4b	12.C.5b
D. Know and apply concepts that describe force and motion and the principles that explain them.	12.D.1a	12.D.2a	12.D.3a	12.D.4a	12.D.5a
	12.D.1b	12.D.2b	12.D.3b	12.D.4b	12.D.5b
E. Know and apply concepts that describe the features and processes of the Earth and its resources.	12.E.1a	12.E.2a	12.E.3a	12.E.4a	12.E.5
	12.E.1b	12.E.2b	12.E.3b	12.E.4b	
	12.E.1c	12.E.2c	12.E.3c		
F. Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.	12.F.1a	12.F.2a	12.F.3a	12.F.4a	12.F.5a
	12.F.1b	12.F.2b	12.F.3b	12.F.4b	12.F.5b
		12.F.2c	12.F.3c		

SCIENCE**STATE GOAL 13: Understand the relationships among science, technology and society in historical and contemporary contexts.**

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
A. Know and apply the accepted practices of science.	13.A.1a	13.A.2a	13.A.3a	13.A.4a	13.A.5a
	13.A.1b	13.A.2b	13.A.3b	13.A.4b	13.A.5b
	13.A.1c	13.A.2c	13.A.3c	13.A.4c	13.A.5c
				13.A.4d	13.A.5d
B. Know and apply concepts that describe the interaction between science, technology and society.	13.B.1a	13.B.2a	13.B.3a	13.B.4a	13.B.5a
	13.B.1b	13.B.2b	13.B.3b	13.B.4b	13.B.5b
	13.B.1c	13.B.2c	13.B.3c	13.B.4c	13.B.5c
	13.B.1d	13.B.2d	13.B.3d	13.B.4d	13.B.5d
	13.B.1e	13.B.2e	13.B.3e	13.B.4e	13.B.5e
		13.B.2f	13.B.3f		

SOCIAL SCIENCE**STATE GOAL 14: Understand political systems, with an emphasis on the United States.**

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
A. Understand and explain basic principles of the United States government.	14.A.1	14.A.2	14.A.3	14.A.4	14.A.5
B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.	14.B.1	14.B.2	14.B.3	14.B.4	14.B.5
C. Understand election processes and responsibilities of citizens.	14.C.1	14.C.2	14.C.3	14.C.4	14.C.5
D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.	14.D.1	14.D.2	14.D.3	14.D.4	14.D.5
E. Understand United States foreign policy as it relates to other nations and international issues.	14.E.1	14.E.2	14.E.3	14.E.4	14.E.5
F. Understand the development of United States political ideas and traditions.	14.F.1	14.F.2	14.F.3a 14.F.3b	14.F.4a 14.F.4b	14.F.5

SOCIAL SCIENCE**STATE GOAL 15: Understand economic systems, with an emphasis on the United States.**

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.	15.A.1a	15.A.2a	15.A.3a	15.A.4a	15.A.5a
	15.A.1b	15.A.2b	15.A.3b	15.A.4b	15.A.5b
		15.A.2c	15.A.3c	15.A.4c	15.A.5c
			15.A.3d	15.A.4d	15.A.5d
B. Understand that scarcity necessitates choices by consumers.	15.B.1	15.B.2a	15.B.3a	15.B.4a	15.B.5a
		15.B.2b	15.B.3b	15.B.4b	15.B.5b
		15.B.2c			15.B.5c
C. Understand that scarcity necessitates choices by producers.	15.C.1a	15.C.2a	15.C.3	15.C.4a	15.C.5a
	15.C.1b	15.C.2b		15.C.4b	15.C.5b
		15.C.2c			15.C.5c
D. Understand trade as an exchange of goods or services.	15.D.1a	15.D.2a	15.D.3a	15.D.4a	15.C.5a
	15.D.1b	15.D.2b	15.D.3b	15.D.4b	15.D.5b
			15.D.3c	15.D.4c	15.D.5c
E. Understand the impact of government policies and decisions on production and consumption in the economy.	15.E.1	15.E.2a	15.E.3a	15.E.4a	15.E.5a
		15.E.2b	15.E.3b	15.E.4b	15.E.5b
				15.E.4c	15.E.5c

SOCIAL SCIENCE**STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.**

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
A. Apply the skills of historical analysis and interpretation.	16.A.1a	16.A.2a	16.A.3a	16.A.4a	16.A.5a
	16.A.1b	16.A.2b	16.A.3b	16.A.4b	16.A.5b
	16.A.1c	16.A.2c	16.A.3c		
B. Understand the development of significant political events.	16.B.1a (US)	16.B.2a (US)	16.B.3a (US)	16.B.4 (US)	16.B.5a (US)
	16.B.1b (US)	16.B.2b (US)	16.B.3b (US)		16.B.5b (US)
		16.B.2c (US)	16.B.3c (US)		
	16.B.2d (US)	16.B.3d (US)			
	16 B.1 (w)	16.B.2a (W)	16.B.3a (W)	16.B.4a (W)	16.B.5a (W)
		16.B.2b (W)	16.B.3b (W)	16.B.4b (W)	16.B.5b (W)
			16.B.3c (W)		16.B.5c (W)
			16.B.3d (W)		
C. Understand the development of economic systems.	16.C.1a (US)	16.C.2a (US)	16.C.3a (US)	16.C.4a (US)	16.C.5a (US)
	16.C.1b (US)	16.C.2b (US)	16.C.3b (US)	16.C.4b (US)	16.C.5b (US)
		16.C.2c (US)	16.C.3c (US)	16.C.4c (US)	
	16.C.1a (W)	16.C.2a (W)	16.C.3a (W)	16.C.4a (W)	16.C.5a (W)
	16.C.1b (W)	16.C.2b (W)	16.C.3b (W)	16.C.4b (W)	16.C.5b (W)
		16.C.2c (W)	16.C.3c (W)	16.C.4c (W)	16.C.5c (W)
				16.C.4d (W)	
D. Understand Illinois, United States and world social history.	16.D.1 (US)	16.D.2a (US)	16.D.3a (US)	16.D.4a (US)	16.D.5 (US)
		16.D.2b (US)	16.D.3b (US)	16.D.4b (US)	
		16.D.2c (US)			
	16.D.1 (W)	16.D.2 (W)	16.D.3 (W)	16.D.4 (W)	16.D.5 (W)
E. Understand Illinois, United States and world environmental history.	16.E.1 (US)	16.E.2a (US)	16.E.3a (US)	16.E.4a (US)	16.E.5a (US)
		16.E.2b (US)	16.E.3b (US)	16.E.4b (US)	16.E.5b (US)
		16.E.2c (US)	16.E.3c (US)		
	16.E.1 (W)	16.E.2a (W)	16.E.3a (W)	16.E.4a (W)	16.E.5a (W)
		16.E.2b (W)	16.E.3b (W)	16.E.4b (W)	16.E.5b (W)

SOCIAL SCIENCE**STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.**

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
A. Locate, describe and explain places, regions and features on the Earth.	17.A.1a	17.A.2a	17.A.3a	17.A.4a	17.A.5
	17.A.1b	17.A.2b	17.A.3b	17.A.4b	
B. Analyze and explain characteristics and interactions of the Earth's physical systems.	17.B.1a	17.B.2a	17.B.3a	17.B.4a	17.B.5
	17.B.1b	17.B.2b	17.B.3b	17.B.4b	
C. Understand relationships between geographic factors and society.	17.C.1a	17.C.2a	17.C.3a	17.C.4a	17.C.5a
	17.C.1b	17.C.2b	17.C.3b	17.C.4b	17.C.5b
	17.C.1c	17.C.2c	17.C.3c	17.C.4c	17.C.5c
D. Understand the historical significance of geography.	17.D.1	17.D.2a	17.D.3a	17.D.4	17.D.5
		17.D.2b	17.D.3b		

SOCIAL SCIENCE**STATE GOAL 18: Understand social systems, with an emphasis on the United States.**

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.	18.A.1	18.A.2	18.A.3	18.A.4	18.A.5
B. Understand the roles and interactions of individuals and groups in society.	18.B.1a 18.B.1b	18.B.2a 18.B.2b	18.B.3a 18.B.3b	18.B.4	18.B.5
C. Understand how social systems form and develop over time.	18.C.1	18.C.2	18.C.3a 18.C.3b	18.C.4a 18.C.4b	18.C.5

**PHYSICAL
DEVELOPMENT
AND HEALTH**

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

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.	19.A.1	19.A.2	19.A.3	19.A.4	19.A.5
B. Analyze various movement concepts and applications.	19.B.1	19.B.2	19.B.3	19.B.4	19.B.5
C. Demonstrate knowledge of rules, safety and strategies during physical activity.	19.C.1	19.C.2a 19.C.2b	19.C.3a 19.C.3b	19.C.4a 19.C.4b	19.C.5a 19.C.5b

**PHYSICAL
DEVELOPMENT
AND HEALTH**

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

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
A. Know and apply the principles and components of health-related fitness.	20.A.1a	20.A.2a	20.A.3a	20.A.4a	20.A.5
	20.A.1b	20.A.2b	20.A.3b	20.A.4b	
B. Assess individual fitness levels.	20.B.1	20.B.2a	20.B.3a	20.B.4a	20.B.5a
		20.B.2b	20.B.3b	20.B.4b	20.B.5b
C. Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.	20.C.1	20.C.2a	20.C.3a	20.C.4a	20.C.5a
		20.C.2b	20.C.3b	20.C.4b	20.C.5b
			20.C.3c	20.C.4c	20.C.5c

**PHYSICAL
DEVELOPMENT
AND HEALTH**
STATE GOAL 21: Develop team-building skills by working with others through physical activity.

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
A. Demonstrate individual responsibility during group physical activities.	21.A.1a	21.A.2a	21.A.3a	21.A.4a	21.A.5
	21.A.1b	21.A.2b	21.A.3b	21.A.4b	
	21.A.1c	21.A.2c	21.A.3c	21.A.4c	
B. Demonstrate cooperative skills during structured group physical activity.	21.B.1	21.B.2	21.B.3	21.B.4	21.B.5

**PHYSICAL
DEVELOPMENT
AND HEALTH**

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

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
A. Explain the basic principles of health promotion, illness prevention and safety.	22.A.1a	22.A.2a	22.A.3a	22.A.4a	22.A.5a
	22.A.1b	22.A.2b	22.A.3b	22.A.4b	22.A.5b
	22.A.1c	22.A.2c	22.A.3c	22.A.4c	22.A.5c
			22.A.3d	22.A.4d	
B. Describe and explain the factors that influence health among individuals, groups and communities.	22.B.a	22.B.2	22.B.3	22.B.4	22.B.5
C. Explain how the environment can affect health.	22.C.1	22.C.2	22.C.3a 22.C.3b	22.C.4	22.C.5

**PHYSICAL
DEVELOPMENT
AND HEALTH**

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

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
A. Describe and explain the structure and functions of the human body systems and how they interrelate.	23.A.1	23.A.2	23.A.3	23.A.4	[BLANK]
B. Explain the effects of health-related actions on the body systems.	23.B.1	23.B.2	23.B.3	23.B.4	23.B.5
C. Describe factors that affect growth and development.	23.C.1	23.C.2a 23.C.2b	23.C.3	23.C.4	23.C.5

**PHYSICAL
DEVELOPMENT
AND HEALTH**

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

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.	24.A.1a 24.A.1b	24.A.2a 24.A.2b	24.A.3a 24.A.3b 24.A.3c	24.A.4a 24.A.4b	24.A.5
B. Apply decision-making skills related to the protection and promotion of individual health.	24.B.1	24.B.2	24.B.3	24.B.4	24.B.5
C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.	24.C.1	24.C.2	24.C.3	24.C.4	24.C.51

FINE ARTS**STATE GOAL 25: Know the language of the arts.**

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
A. Understand the sensory elements, organizational principles and expressive qualities of the arts.	25.A.1a	25.A.2a	25.A.3a	25.A.4	25.A.5
	25.A.1b	25.A.2b	25.A.3b		
	25.A.1c	25.A.2c	25.A.3c		
	25.A.1d	25.A.2d	25.A.3d		
			25.A.3e		
B. Understand the similarities, distinctions and connections in and among the arts.	25.B.1	25.B.2	25.B.3	25.B.4	25.B.5

FINE ARTS

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

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
A. Understand processes, traditional tools and modern technologies used in the arts.	26.A.1a Dance	26.A.2a Dance	26.A.3a Dance	26.A.4a Dance	26.A.5 Common for all 4 arts
	26.A.1b Drama	26.A.2b Drama	26.A.3b Drama	26.A.4b Drama	
	26.A.1c Music	26.A.2c Music	26.A.3c Music	26.A.4c Music	
	26.A.1d Music	26.A.2d Music	26.A.3d Music	26.A.4d Music	
	26.A.1e Visual Arts	26.A.2e Visual Arts	26.A.3e Visual Arts	26.A.4e Visual Arts	
		26.A.2f Visual Arts			
B. Apply skills and knowledge necessary to create and perform in one or more of the arts.	26.B.1a Dance	26.B.2a Dance	26.B.3a Dance	26.B.4a Dance	26.B.5 Common for all 4 arts
	26.B.1b Drama	26.B.2b Drama	26.B.3b Drama	26.B.4b Drama	
	26.B.1c Music	26.B.2c Music	26.B.3c Music	26.B.4c Music	
	26.B.1d Visual Arts	26.B.2d Visual Arts	26.B.3d Visual Arts	26.B.4d Visual Arts	

FINE ARTS**STATE GOAL 27: Understand the role of the arts in civilizations, past and present.**

LEARNING STANDARD	EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JR HIGH SCHOOL	EARLY HIGH SCHOOL	LATE HIGH SCHOOL
A. Analyze how the arts function in history, society and everyday life.	27.A.1a	27.A.2a	27.A.3a	27.A.4a	27.A.5
	27.A.1b	27.A.2b	27.A.3b	27.A.4b	
B. Understand how the arts shape and reflect history, society and everyday life.	27.B.1	27.B.2	27.B.3	27.B.4a	27.B.5
				27.B.4b	

**FOREIGN
LANGUAGES**
STATE GOAL 28: Use the target language to communicate within and beyond the classroom setting.

LEARNING STANDARD	STAGE ONE BEGINNING	STAGE TWO BEGINNING INTERMEDIATE	STAGE THREE INTERMEDIATE	STAGE FOUR ADVANCED INTERMEDIATE	STAGE FIVE ADVANCED
A. Understand oral communication in the target language.	28.A.1a	28.A.2a	28.A.3a	28.A.4	28.A.5
	28.A.1b	28.A.2b	28.A.3b		
B. Interact in the target language in various settings.	28.B.1a	28.B.2a	28.B.3a	28.B.4a	28.B.5a
	28.B.1b	28.B.2b	28.B.3b	28.B.4b	28.B.5b
		28.B.2c	28.B.3c	28.B.3c	
C. Understand written passages in the target language.	28.C.1a	28.C.2a	28.C.3a	28.C.4a	28.C.5a
	28.C.1b	28.C.2b	28.C.3b	28.C.4b	28.C.5b
				28.C.4c	28.C.5c
D. Use the target language to present information, concepts and ideas for a variety of purposes to different audiences.	28.D.1a	28.D.2a	28.D.3a	28.D.4a	28.D.5a
	28.D.1b	28.D.2b	28.D.3b	28.D.4b	28.D.5b
		28.D.2c	28.D.3c	28.D.4c	28.D.5c

**FOREIGN
LANGUAGES**

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

LEARNING STANDARD	STAGE ONE BEGINNING	STAGE TWO BEGINNING INTERMEDIATE	STAGE THREE INTERMEDIATE	STAGE FOUR ADVANCED INTERMEDIATE	STAGE FIVE ADVANCED
A. Understand manners and customs of various target language societies.	29.A.1	29.A.2	29.A.3	29.A.4	29.A.5
B. Understand music, dance, folk art, visual art, drama and architecture related to the target language societies.	29.B.1a 29.B.1b	29.B.2a 29.B.2b	29.B.3a 29.B.3b	29.B.4a 29.B.4b	29.B.5a 29.B.5b
C. Understand literature and various media of target language societies.	29.C.1a 29.C.1b 29.C.1c	29.C.2a 29.C.2b 29.C.2c	29.C.3a 29.C.3b 29.C.3c	29.C.4a 29.C.4b 29.C.4c	29.C.5a 29.C.5b 29.C.5c
D. Understand history of areas where the target language is spoken.	29.D.1	29.D.2	29.D.3	29.D.4	29.D.5
E. Understand geography of various target language societies.	29.E.1	29.E.2	29.E.3	29.E.4	29.E.5

ILLINOIS STATE BOARD OF EDUCATION
ILLINOIS LEARNING STANDARDS

Finding Environmental Education in Your Descriptors

SCIENCE

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

LEARNING STANDARD	STAGE A	STAGE B	STAGE C	STAGE D	STAGE E	STAGE F	STAGE G	STAGE H	STAGE I	STAGE J	
A. Know and apply the concepts, principles and processes of scientific inquiry.	1	1	1	1	1	1	1	1	1	1	
	2	2	2	2	2	2	2	2	2	2	
	3	3	3	3	3	3	3	3	3	3	
	4	4	4	4	4	4	4	4	4	4	
	5	5	5	5	5	5	5	5	5	5	
	6	6			6	6					
	7										
B. Know and apply the concepts, principles and processes of technological design.	1	1	1	1	1	1	1	1	1	1	
	2	2	2	2	2	2	2	2	2	2	
	3	3	3	3	3	3	3	3	3	3	
	4	4	4	4	4	4	4	4	4	4	
	5	5	5	5	5	5	5	5	5	5	
			6	6							

concepts that explain the composition and structure of the universe and Earth's place in it.							3 4	3 4	3 4	3 4
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SOCIAL SCIENCE

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

LEARNING STANDARD	STAGE A	STAGE B	STAGE C	STAGE D	STAGE E	STAGE F	STAGE G	STAGE H	STAGE I	STAGE J
A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3	3
	4	4	4	4	4	4	4	4	4	4
	5	5	5	5	5			5	5	5
			6		6			6	6	6
									7	7
									8	8
									9	9
										10
B. Understand that scarcity necessitates choices by consumers.	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2
	3	3	3		3	3	3	3	3	3
					4	4	4	4		4
					5	5		5		5
						6				
						7				
C. Understand that scarcity necessitates choices by producers.	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2
			3	3	3	3	3	3	3	3
				4	4	4	4	4	4	4
						5			5	5
						6			6	6
								7	7	7
								8		
								9		
D. Understand trade as an exchange of goods or services.	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3	3
				4	4	4	4	4	4	4
					5	5	5	5	5	5
					6	6	6	6	6	6
								7	7	7
								8		
							9			

									10	
									11	
									12	
									13	
E. Understand the impact of government policies and decisions on production and consumption in the economy.	1	1	1 2 3	1 2 3 4	1 2	1 2 3 4	1 2 3	1 2 3 4 5	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8 9

world social history.	4	4	4	4	4	4	4	4	4	4
	5	5	5	5	5	5	5	5	5	5
		6	6	6	6	6	6	6	6	6
			7	7	7	7	7	7	7	7
						8	8			8
						9	9			9
E. Understand Illinois, United States and world environmental history.	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3	3
		4	4	4	4	4	4	4	4	4
			5	5	5	5	5	5	5	5
			6	6	6	6	6	6	6	6
			7	7	7	7	7	7	7	7
			8	8	8	8	8	8	8	8
				9	9	9	9	9	9	9
				10	10	10	10	10	10	10
				11	11	11	11	11	11	11
				12	12	12	12	12	12	12
				13	13	13	13	13	13	13
				14	14	14	14	14	14	14

SOCIAL SCIENCE**STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.**

LEARNING STANDARD	STAGE A	STAGE B	STAGE C	STAGE D	STAGE E	STAGE F	STAGE G	STAGE H	STAGE I	STAGE J
A. Locate, describe and explain places, regions and features on the Earth.	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3	3
	4	4	4	4	4	4	4	4	4	4
	5	5	5	5	5	5	5	5	5	5
	6	6	6	6	6	6	6	6	6	6
B. Analyze and explain characteristics and interactions of the Earth's physical systems.	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3	3
			4	4	4	4	4	4	4	4
				5						
C. Understand relationships between geographic factors and society.	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3	3
		4	4	4	4	4	4	4	4	4
				5			5	5	5	5
				6			6			6
D. Understand the historical significance of geography.	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3	3
			4			4	4		4	

SOCIAL SCIENCE**STATE GOAL 18: Understand social systems, with an emphasis on the United States.**

LEARNING STANDARD	STAGE A	STAGE B	STAGE C	STAGE D	STAGE E	STAGE F	STAGE G	STAGE H	STAGE I	STAGE J
A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2
		3	3	3	3	3	3	3	3	3
		4	4	4	4	4	4	4	4	4
			5	5	5	5		5	5	5
				6	6	6		6	6	6
				7	7	7				
B. Understand the roles and interactions of individuals and groups in society.	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3	3
		4	4	4	4	4	4	4	4	4
				5	5	5	5	5	5	5
							6	6	6	6
								7	7	7
C. Understand how social systems form and develop over time.	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2
			3	3	3	3	3	3	3	3
			4	4	4	4	4	4	4	4
							5	5	5	5

**FOREIGN
LANGUAGES**

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

LEARNING STANDARD	STAGE ONE BEGINNING	STAGE TWO BEGINNING INTERMEDIATE	STAGE THREE INTERMEDIATE	STAGE FOUR ADVANCED INTERMEDIATE	STAGE FIVE ADVANCED
A. Use the target language to reinforce and further knowledge of other disciplines.	30.A.1a	30.A.2a	30.A.3a	30.A.4a	30.A.5a
	30.A.1b	30.A.2b	30.A.3b	30.A.4b	30.A.5b
	30.A.1c	30.A.2c	30.A.3c	30.A.4c	30.A.5c
	30.A.1d	30.A.2d	30.A.3d	30.A.4d	30.A.5d
B. Use the target language to demonstrate knowledge and understanding of a variety of career options.	30.B.1a	30.B.2a	30.B.3a	30.B.4a	30.B.5a
	30.B.1b	30.B.2b	30.B.3b	30.B.4b	30.B.5b