
Set a Goal ➡ Make a Plan ➡ Organize ➡ Act ➡ Make Progress ↪

STANDARDS-BASED PLANNING TOOLS

UNDERSTANDING STANDARDS

Standards Describe What Students Need to Know and Be Able to Do

Each subject has standards.

Those are statements of what students should know and be able to do in that subject. They are called learning standards because they describe what students need to learn—knowledge, skills, strategies.

For example, in science, there's a learning standard for using science methods to learn—it asks that all students understand and use scientific methods.

One activity can relate to many subjects and standards. The following example shows how one activity can exercise many skills but emphasize one outcome.

Activity: For science fair, read to figure out what plants do to help fish live. Then make a hypothesis—a prediction—what will happen if you set up an aquarium with fish in it and then add plants.

Then set up an aquarium; keep track of the water quality and temperature; keep a log of what you feed the fish and what the fish do—do they keep swimming, do they rest, what do they do. Add plants; keep track of your budget; draw and write to explain what you learned about fish—how they change when you introduce plants.

- That has writing in it.
- Reading, too.
- And math if you add up the food and costs.
- And visual arts if you draw the fish.
- And science.

Which subjects does this one activity help students learn?

It really is about **science**—the observation and reporting of what happens in a fish tank. All the other parts of the activity are ways of getting to learn more about what happens when you change that tank. Students will use their skills of reading, writing, math, and drawing. But the new learning they will do is about science. It's about the scientific method.

Standards-Focused Extended Learning

You can use this chart to identify the standard that each activity focuses on—activities you are already doing, activities you plan.

<i>Focus Learning Standard</i>	<i>What Will You Organize</i>	<i>Staff—School and Partner</i>

LANGUAGE ARTS

Examples of Language Arts Activities Aligned with Illinois Learning Standards

Goal 1: Read with understanding and fluency

Standard Statement	Examples of Activities
1A - can apply word analysis and vocabulary skills to comprehend selections.	Word games and puzzles Spelling Bee
1B - can apply reading strategies to improve understanding and fluency.	Read and discuss stories Reader's Theater
1C - can comprehend a broad range of reading materials .	Read stories, fables, folktales, novels, poems, plays

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

Standard Statement	Examples of Activities
2A - can understand how literary elements and techniques are used to convey meaning.	Read and draw pictures to show what a poem means.
2B - can read and interpret a variety of literary works.	Read fables, folktales, novels, poems, plays

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

Standard Statement	Examples of Activities
3A - can use correct grammar, spelling, punctuation, capitalization and structure.	Prepare and edit a School Newspaper
3B - can compose well-organized and coherent writing for specific purposes and audiences.	Put together a Poetry Book
3C - can communicate ideas in writing to accomplish a variety of purposes.	Greeting Card-Creating Activities

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

Standard Statement	Examples of Activities
4A - can listen effectively in formal and informal situations.	Debate Club
4B - can speak effectively using language appropriate to the situation and audience.	Puppet Show

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

Standard Statement	Examples of Activities
5A - can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.	Community Profile

YOUR LANGUAGE ARTS PLANS

Goal 1: Read with understanding and fluency

Standard Statement	Activities
1A - can apply word analysis and vocabulary skills to comprehend selections.	
1B - can apply reading strategies to improve understanding and fluency.	
1C - can comprehend a broad range of reading materials .	

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

Standard Statement	Examples of Activities
2A - can understand how literary elements and techniques are used to convey meaning.	
2B - can read and interpret a variety of literary works.	

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

Standard Statement	Examples of Activities
3A - can use correct grammar, spelling, punctuation, capitalization and structure.	
3B - can compose well-organized and coherent writing for specific purposes and audiences.	
3C - can communicate ideas in writing to accomplish a variety of purposes.	

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

Standard Statement	Examples of Activities
4A - can listen effectively in formal and informal situations.	
4B - can speak effectively using language appropriate to the situation and audience.	

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

Standard Statement	Examples of Activities
5A - can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.	
5B - can analyze and evaluate information acquired from various sources.	
5C - can 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. (Examples are provided.)

Standard Statement	Examples of Activities
6A - can demonstrate knowledge and use of numbers and their many representations in a broad range of theoretical and practical settings. (<i>Representations</i>)	Math games
6B - can investigate, represent and solve problems using number facts, operations, and their properties, algorithms, and relationships. (<i>Operations and properties</i>)	Problem solving activities
6C - can compute and estimate using mental mathematics, paper-and-pencil methods, calculators, and computers. (<i>Choice of method</i>)	Math "bowl"
6D - can solve problems using comparison of quantities, ratios, proportions, and percents.	Business simulation

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

Standard Statement	Examples of Activities
7A - can measure and compare quantities using appropriate units, instruments, and methods. (Performance and conversion of measurements)	Cooking club
7B - can estimate measurements and determine acceptable levels of accuracy. (<i>Estimation</i>)	Model makers
7C - can select and use appropriate technology, instruments, and formulas to solve problems, interpret results, and communicate findings. (<i>Progression from selection of appropriate tools and methods to application of measurements to solve problems</i>)	Science activities

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

Standard Statement	Examples of Activities
8A - can describe numerical relationships using variables and patterns. (<i>Representations and algebraic manipulations</i>)	Graphing activities
8B - can interpret and describe numerical relationships using tables, graphs, and symbols. (<i>Connections of representations including the rate of change</i>)	Mock election
8C - can solve problems using systems of numbers and their properties. (<i>Problem solving; number systems, systems of equations, inequalities, algebraic functions</i>)	Problem solving activities
8D - can use algebraic concepts and procedures to represent and solve problems. (<i>Connection of 8A, 8B, and 8C to solve problems</i>)	Online Algebra

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

Standard Statement	Examples of Activities
9A - can demonstrate and apply geometric concepts involving points, lines, planes, and space. (<i>Properties of single figures, coordinate geometry and constructions</i>)	Lego builders
9B - can identify, describe, classify and compare relationships using points, lines, planes, and solids. (<i>Connections between and among multiple geometric figures</i>)	Architect activities
9C - can construct convincing arguments and proofs to solve problems. (<i>Justifications of conjectures and conclusions</i>)	ISBE ISAT prep online
9D - can use trigonometric ratios and circular functions to solve problems.	Not relevant for elementary sites.

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

Standard Statement	Examples of Activities
10A - can organize, describe and make predictions from existing data. (<i>Data analysis</i>)	Weather forecasters
10B - can formulate questions, design data collection methods, gather and analyze data and communicate findings. (<i>Data Collection</i>)	School and community surveys
10C - can determine, describe and apply the probabilities of events. (<i>Probability including counting techniques</i>)	ISBE ISAT online

Science

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

Standard Statement	Examples of Activities
11A - know and apply the concepts, principles, and processes of scientific inquiry.	Science Fair
11B - know and apply the concepts, principles, and processes of technological design.	Robot builders

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

Standard Statement	Examples of Activities
12A - know and apply concepts that explain how living things function, adapt, and change.	Tadpole and butterfly projects
12B - know and apply concepts that describe how living things interact with each other and with their environment.	Aquarium activities
12C - know and apply concepts that describe properties of matter and energy and the interactions between them.	Hands-on science activities
12D - know and apply concepts that describe force and motion and the principles that explain them.	Physics activities
12E - know and apply concepts that describe the features and processes of Earth and its resources.	Online geology explorers
12F - know and apply concepts that explain the composition and structure of the universe and Earth's place in it.	Adopt a planet—make a model, write the history

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

Standard Statement	Examples of Activities
13A - know and apply accepted practices of science.	“Scientist in residence”
13B - know and apply concepts that describe the interaction between science, technology, and society.	Recycling project

Social Science

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

Standard Statement	Activities
14A - can understand and explain basic principles of the United States government.	
14B - can understand the structures and functions of the political systems of Illinois, the United States, and other nations.	
14C - can understand election processes and responsibilities of citizens.	
14D - can understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States, and other nations.	
14E - can understand United States foreign policy as it relates to other nations and international issues.	
14F - can understand the development of United States political ideas and traditions.	

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

Standard Statement	Activities
15A - understand economic systems, with an emphasis on the United States.	
15B - understand that scarcity necessitates choices by consumers.	
15C - understand that scarcity necessitates choices by producers.	
15D - understand trade as an exchange of goods or services.	
15E - 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.

Standard Statement	Activities
16A - can apply the skills of historical analysis and interpretation.	
16B - understand the development of significant political events.	
16C - understand the development of economic systems.	
16D - understand Illinois, United States, and world social history.	
16E - 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.

Standard Statement	Activities
17A - can locate, describe and explain places, regions and features on Earth.	
17B - can analyze and explain characteristics and interactions of Earth's physical systems.	
17C - can understand relationships between geographic factors and society.	
17D - can understand the historical significance of geography.	

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

Standard Statement	Activities
18A - can compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions.	
18B - can understand the roles and interactions of individuals and groups in society.	
18C - can 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.

Standard Statement	Activities
19A - can demonstrate physical competency in individual and team sports, creative movement, and leisure and work-related activities.	
19B - can analyze various movement concepts and applications.	
19C - can 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.

Standard Statement	Activities
20A - know and can apply the principles and components of health-related fitness.	
20B - can assess individual fitness levels.	
20C - can set goals based upon 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.

Standard Statement	Activities
21A - can demonstrate individual responsibility during group physical activities.	
21B - can demonstrate cooperative skills during structured group physical activity.	

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

Standard Statement	Activities
22A - can explain the basic principles of health promotion, illness prevention, and safety.	
22B - can describe and explain the factors that influence health among individuals, groups, and communities.	
22C - can explain how the environment can affect health.	

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

Standard Statement	Activities
23A - can describe and explain the structure and functions of the human body systems and how they interrelate.	
23B - can explain the effects of health related actions on the body systems.	
23C - can 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.

Standard Statement	Activities
24A - can demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.	
24B - can apply decision-making skills related to the promotion and protection of individual health.	
24C - can demonstrate skills essential to enhancing health and avoiding dangerous situations.	

Fine Arts

Goal 25: Know the language of the arts.

Standard Statement	Activities
25A - understand the sensory elements, organizational principles, and expressive qualities of the arts.	
25B - understand the similarities, distinctions, and connections in and among the arts.	
26A - understand processes, traditional tools, and modern technologies used in the arts.	
26B - can apply skills and knowledge necessary to create and perform in one or more of the arts.	

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

Standard Statement	Activities
26A - understand processes, traditional tools, and modern technologies used in the arts.	
26B - can 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.

Standard Statement	Activities
27A - can analyze how the arts function in history, society and everyday life.	
27B - understand how the arts shape and reflect history, society and everyday life.	