

## Appendix B Crosswalk

**The purpose of the crosswalk is to allow quick comparisons between the 1985 State Goals for Learning and the 1997 Illinois Learning Standards. The 1997 goals and learning standards enhance, amplify and clarify the 1985 goals. All of the essential elements from the 1985 state goals have been addressed or embedded in the 1997 Illinois goals and learning standards.**

### ENGLISH LANGUAGE ARTS

The fundamentals of using language—reading, writing, listening, and speaking, as well as the study of literature—remain highlighted. Goal 5 attempts to move forward from the 1985 goals to address application of the fundamentals toward real-life situations such as research and the use of information. The 1997 goals, while accommodating a variety of teaching and learning styles, acknowledge that language processes develop in a dynamic, fluid manner.

*As a result of their schooling, students will be able to:*

1985 STATE GOALS	1997 STATE GOALS & Illinois Learning Standards
Understand how and why language functions and evolves.  Read, comprehend, interpret, evaluate and use written material.	<b>STATE GOAL 1</b>  <b>Read with understanding and fluency.</b>  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.
Understand the various forms of significant literature representative of different cultures, eras and ideas.	<b>STATE GOAL 2</b>  <b>Read and understand literature representative of various societies, eras and ideas.</b>  A. Understand how literary elements and techniques are used to convey meaning.  B. Read and interpret a variety of literary works.

Write standard English in a grammatical, well-organized and coherent manner for a variety of purposes.	<p><b>STATE GOAL 3</b></p> <p><b>Write to communicate for a variety of purposes.</b></p> <p>A. Use correct grammar, spelling, punctuation, capitalization and structure.</p> <p>B. Compose well-organized and coherent writing for specific purposes and audiences.</p> <p>C. Communicate ideas in writing to accomplish a variety of purposes.</p>
<p>Listen critically and analytically.</p> <p>Use spoken language effectively in formal and informal situations to communicate ideas and information and to ask and answer questions.</p>	<p><b>STATE GOAL 4</b></p> <p><b>Listen and speak effectively in a variety of situations.</b></p> <p>A. Listen effectively in formal and informal situations.</p> <p>B. Speak effectively using language appropriate to the situation and audience.</p>
Understand the various forms of significant literature representative of different cultures, eras and ideas.	<p><b>STATE GOAL 5</b></p> <p><b>Use the language arts to acquire, assess and communicate information.</b></p> <p>A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.</p> <p>B. Analyze and evaluate information acquired from various sources.</p> <p>C. Apply acquired information, concepts and ideas to communicate in a variety of formats.</p>

## MATHEMATICS

In 1985, there were seven state goals for learning in mathematics; the 1997 Illinois Learning Standards present five. The mathematics writing team concluded that understanding and using ratios and percentages are subsets of computation and having a sense of numbers and therefore, included those topics under goal 6. Another 1985 goal stated that students would be able to use mathematics skills to estimate, approximate and predict outcomes and to judge the reasonableness of results. The team concluded that these important abilities should be applied and included across all of the mathematics goals.

*As a result of their schooling, students will be able to:*

1985 STATE GOALS	1997 STATE GOALS & Illinois Learning Standards
<p>Perform the computations of addition, subtraction, multiplication and division using whole numbers, integers, fractions and decimals.</p> <p>Understand and use ratios and percentages.</p> <p>Use mathematical skills to estimate, approximate and predict outcomes and to judge reasonableness of results.</p>	<p style="text-align: center;"><b>STATE GOAL 6</b></p> <p><b>Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.</b></p> <p>A. Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.</p> <p>B. Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.</p> <p>C. Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.</p> <p>D. Solve problems using comparison of quantities, ratios, proportions and percents.</p>
<p>Make and use measurements, including those of area and volume.</p> <p>Use mathematical skills to estimate, approximate and predict outcomes and to judge reasonableness of results.</p>	<p style="text-align: center;"><b>STATE GOAL 7</b></p> <p><b>Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.</b></p> <p>A. Measure and compare quantities using appropriate units, instruments and methods.</p> <p>B. Estimate measurements and determine acceptable levels of accuracy.</p> <p>C. Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.</p>

<p>Identify, analyze and solve problems using algebraic equations, inequities, functions and their graphs.</p> <p>Use mathematical skills to estimate, approximate and predict outcomes and to judge reasonableness of results.</p>	<p style="text-align: center;"><b>STATE GOAL 8</b></p> <p><b>Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results.</b></p> <p>A. Describe numerical relationships using variables and patterns.</p> <p>B. Interpret and describe numerical relationships using tables, graphs and symbols.</p> <p>C. Solve problems using systems of numbers and their properties.</p> <p>D. Use algebraic concepts and procedures to represent and solve problems.</p>
<p>Understand and apply geometric concepts and relations in a variety of forms.</p> <p>Use mathematical skills to estimate, approximate and predict outcomes and to judge reasonableness of results.</p>	<p style="text-align: center;"><b>STATE GOAL 9</b></p> <p><b>Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.</b></p> <p>A. Demonstrate and apply geometric concepts involving points, lines, planes and space.</p> <p>B. Identify, describe, classify and compare relationships using points, lines, planes and solids.</p> <p>C. Construct convincing arguments and proofs to solve problems.</p> <p>D. Use trigonometric ratios and circular functions to solve problems.</p>
<p>Understand and use methods of data collection and analysis, including tables, charts and comparisons.</p> <p>Use mathematical skills to estimate, approximate and predict outcomes and to judge reasonableness of results.</p>	<p style="text-align: center;"><b>STATE GOAL 10</b></p> <p><b>Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.</b></p> <p>A. Organize, describe and make predictions from existing data.</p> <p>B. Formulate questions, design data collection methods, gather and analyze data and communicate findings.</p> <p>C. Determine, describe and apply the probabilities of events.</p>

## SCIENCE

Goal 11 consolidates two 1985 goals addressing scientific research and methods and unifies the processes with the purposes of the scientific method. By emphasizing inquiry, Goal 11 promotes a deeper understanding of research methods and applications. Goal 12 focuses on unifying concepts and knowledge in the sciences, fostering greater depth of understanding across and beyond the traditional science disciplines. The relationships among science and society can be understood more clearly through the wording of Goal 13. Within the 1997 goals and learning standards, emphasis is equally distributed among process (Goal 11), content (Goal 12) and relationships (Goal 13).

*As a result of their schooling, students will be able to:*

1985 STATE GOALS	1997 STATE GOALS & Illinois Learning Standards
<p>Have a working knowledge of the principles of scientific research and their application in simple research projects.</p> <p>Have a working knowledge of the processes, techniques, methods, equipment and available technology of science.</p>	<p style="text-align: center;"><b>STATE GOAL 11</b></p> <p><b>Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.</b></p> <p>A. Know and apply the concepts, principles and processes of scientific inquiry.</p> <p>B. Know and apply the concepts, principles and processes of technological design.</p>
<p>Know the concepts and basic vocabulary of biological, physical and environmental sciences and the application to life and work in contemporary technological society.</p>	<p style="text-align: center;"><b>STATE GOAL 12</b></p> <p><b>Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.</b></p> <p>A. Know and apply concepts that explain how living things function, adapt and change.</p> <p>B. Know and apply concepts that describe how living things interact with each other and with their environment.</p> <p>C. Know and apply concepts that describe properties of matter and energy and the interactions between them.</p> <p>D. Know and apply concepts that describe force and motion and the principles that explain them.</p> <p>E. Know and apply concepts that describe the features and processes of the Earth and its resources.</p>

	F. Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.
<p>Have a working knowledge of the social and environmental implications and limitations of technological development.</p> <p>Know the concepts and basic vocabulary of biological, physical and environmental sciences and the application to life and work in contemporary technological society.</p>	<p><b>STATE GOAL 13</b></p> <p><b>Understand the relationships among science, technology and society in historical and contemporary contexts.</b></p> <p>A. Know and apply the accepted practices of science.</p> <p>B. Know and apply concepts that describe the interaction between science, technology and society.</p>

## SOCIAL SCIENCE

The first 1985 goal for social science dealt with both civics and economics. These have been separated and more clearly defined in Goals 14 and 15 and their corresponding standards. This approach will help students better understand the related but separate ideas in these two disciplines. The 1985 goal that addressed application and decision making has been incorporated into the Applications of Learning and the standards and benchmarks under all of the 1997 goals for social science.

*As a result of their schooling, students will be able to:*

<b>1985 STATE GOALS</b>	<b>1997 STATE GOALS &amp; Illinois Learning Standards</b>
Understand and analyze comparative political and economic systems, with an emphasis on the political and economic systems of the United States.	<p><b>STATE GOAL 14</b></p> <p><b>Understand political systems, with an emphasis on the United States.</b></p> <p>A. Understand and explain basic principles of the United States government.</p> <p>B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.</p> <p>C. Understand election processes and responsibilities of citizens.</p>

	<p>D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.</p> <p>E. Understand United States foreign policy as it relates to other nations and international issues.</p> <p>F. Understand the development of United States political ideas and traditions.</p> <p style="text-align: center;"><b>STATE GOAL 15</b></p> <p><b>Understand economic systems, with an emphasis on the United States.</b></p> <p>A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.</p> <p>B. Understand that scarcity necessitates choices by consumers.</p> <p>C. Understand that scarcity necessitates choices by producers.</p> <p>D. Understand trade as an exchange of goods or services.</p> <p>E. Understand the impact of government policies and decisions on production and consumption in the economy.</p>
Understand and analyze events, trends, personalities and movements shaping the history of the world, the United States and Illinois.	<p style="text-align: center;"><b>STATE GOAL 16</b></p> <p><b>Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b></p> <p>A. Apply the skills of historical analysis and interpretation.</p> <p>B. Understand the development of significant political events.</p> <p>C. Understand the development of economic systems.</p> <p>D. Understand Illinois, United States and world social history.</p>

	E. Understand Illinois, United States and world environmental history.
Demonstrate a knowledge of world geography with emphasis on the United States.	<p style="text-align: center;"><b>STATE GOAL 17</b></p> <p><b>Understand world geography and the effects of geography on society, with an emphasis on the United States.</b></p> <p>A. Locate, describe and explain places, regions and features on the Earth.</p> <p>B. Analyze and explain characteristics and interactions of the Earth's physical systems.</p> <p>C. Understand relationships between geographic factors and society.</p> <p>D. Understand the historical significance of geography.</p>
<p>Demonstrate knowledge of the basic concepts of the social sciences and how these help interpret human behavior.</p> <p>Apply the skills and knowledge gained in the social sciences to decision making in life situations.</p>	<p style="text-align: center;"><b>STATE GOAL 18</b></p> <p><b>Understand social systems, with an emphasis on the United States.</b></p> <p>A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.</p> <p>B. Understand the roles and interactions of individuals and groups in society.</p> <p>C. Understand how social systems form and develop over time.</p>

## PHYSICAL DEVELOPMENT AND HEALTH

The 1985 goals for physical development and health varied greatly from the very broad to the very specific. The 1997 goals and learning standards "smooth out" and organize student learning while updating the goals in light of the last decade of education research.

For example, personal fitness plans have been incorporated in the benchmarks in Goal 19.

Overall, the physical development and health goals and learning standards have become more interrelated in the 1997 goals/learning standards structure, with emphasis on promoting physical fitness, health, knowledge of human growth and development and the skills for students to be effective communicators and decision makers to enhance their own health and well-being.



*As a result of their schooling, students will be able to:*

<b>1985 STATE GOALS</b>	<b>1997 STATE GOALS &amp; Illinois Learning Standards</b>
<p>Demonstrate basic skills and physical fitness necessary to participate in a variety of conditioning exercises or leisure activities such as sports and dance.</p> <p>Plan a personal physical fitness and health program.</p> <p>Perform a variety of complex motor activities.</p>	<p style="text-align: center;"><b>STATE GOAL 19</b></p> <p><b>Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.</b></p> <p>A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.</p> <p>B. Analyze various movement concepts and applications.</p> <p>C. Demonstrate knowledge of rules, safety and strategies during physical activity.</p>
<p>Plan a personal physical fitness and health program.</p> <p>Perform a variety of complex motor activities.</p>	<p style="text-align: center;"><b>STATE GOAL 20</b></p> <p><b>Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.</b></p> <p>A. Know and apply the principles and components of health-related fitness.</p> <p>B. Assess individual fitness levels.</p> <p>C. Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.</p> <p style="text-align: center;"><b>STATE GOAL 21</b></p> <p><b>Develop team-building skills by working with others through physical activity.</b></p> <p>A. Demonstrate individual responsibility during group physical activities.</p> <p>B. Demonstrate cooperative skills during structured group physical activity.</p>

<p>Demonstrate a variety of basic life-saving activities.</p> <p>Understand principles of nutrition, exercise, efficient management of emotional stress, positive self-concept development, drug use and abuse, and the prevention and treatment of illness.</p>	<p><b>STATE GOAL 22</b></p> <p><b>Understand principles of health promotion and the prevention and treatment of illness and injury.</b></p> <p>A. Explain the basic principles of health promotion, illness prevention and safety.</p> <p>B. Describe and explain the factors that influence health among individuals, groups and communities.</p> <p>C. Explain how the environment can affect health.</p>
<p>Understand the physical development, structure and functions of the human body.</p>	<p><b>STATE GOAL 23</b></p> <p><b>Understand human body systems and factors that influence growth and development.</b></p> <p>A. Describe and explain the structure and functions of the human body systems and how they interrelate.</p> <p>B. Explain the effects of health-related actions on the body systems.</p> <p>C. Describe factors that affect growth and development.</p>
<p>Understand consumer health and safety, including environmental health.</p>	<p><b>STATE GOAL 24</b></p> <p><b>Promote and enhance health and well-being through the use of effective communication and decision-making skills.</b></p> <p>A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.</p> <p>B. Apply decision-making skills related to the protection and promotion of individual health.</p> <p>C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.</p>

## FINE ARTS

The 1997 goals and learning standards simplify and clarify the language of the 1985 State Goals, with attention to relationships within the arts and to other disciplines. The addition of the standards for each goal will allow students and teachers to better organize and plan arts studies.

The 1997 goals and learning standards are intended to address the larger issues of how the arts allow expression, convey meaning and reflect society and culture, rather than direct attention to smaller pieces of information such as identification of individual art works.

*As a result of their schooling, students will be able to:*

<b>1985 STATE GOALS</b>	<b>1997 STATE GOALS &amp; Illinois Learning Standards</b>
Understand the principal sensory, formal, technical and expressive qualities of each of the arts.	<p style="text-align: center;"><b>STATE GOAL 25</b></p> <p><b>Know the language of the arts.</b></p> <p>A. Understand the sensory elements, organizational principles and expressive qualities of the arts.</p> <p>B. Understand the similarities, distinctions and connections in and among the arts.</p>
<p>Identify processes and tools required to produce visual art, music, drama and dance.</p> <p>Demonstrate the basic skills necessary to participate in the creation and/or performance of one of the arts.</p> <p>Describe the unique characteristics of each of the arts.</p>	<p style="text-align: center;"><b>STATE GOAL 26</b></p> <p><b>Through creating and performing, understand how works of art are produced.</b></p> <p>A. Understand processes, traditional tools and modern technologies used in the arts.</p> <p>B. Apply skills and knowledge necessary to create and perform in one or more of the arts.</p>
<p>Identify significant works in the arts from major historical periods and how they reflect societies, cultures and civilizations, past and present.</p> <p>Describe the unique characteristics of each of the arts.</p>	<p style="text-align: center;"><b>STATE GOAL 27</b></p> <p><b>Understand the role of the arts in civilizations, past and present.</b></p> <p>A. Analyze how the arts function in history, society and everyday life.</p> <p>B. Understand how the arts shape and reflect history, society and everyday life.</p>

## FOREIGN LANGUAGES

Although foreign languages were not included in the 1985 State Goals for Learning, languages are being taught and learned in many Illinois schools. The 1997 goals and learning standards focus on the study of the target language to communicate within and beyond the classroom; to understand the customs, arts, literature, history and geography of the target language; and to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.

*As a result of their schooling, students will be able to:*

1985 STATE GOALS	1997 STATE GOALS & Illinois Learning Standards
There were no goals in 1985 for Foreign Languages.	<p><b>STATE GOAL 28</b></p> <p><b>Use the target language to communicate within and beyond the classroom setting.</b></p> <p>A. Understand oral communication in the target language.</p> <p>B. Interact in the target language in various settings.</p> <p>C. Understand written passages in the target language.</p> <p>D. Use the target language to present information, concepts and ideas for a variety of purposes to different audiences.</p> <p><b>STATE GOAL 29</b></p> <p><b>Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.</b></p> <p>A. Understand manners and customs of various target language societies.</p> <p>B. Understand music, dance, folk art, visual art, drama and architecture related to the target language societies.</p> <p>C. Understand literature and various media of target language societies.</p> <p>D. Understand history of areas where the target language is spoken.</p>

E. Understand geography of various target language societies.

**STATE 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.