



# Illinois Priority Learning Standards (IPLS) At-A-Glance

## **Subject 1: Social Emotional Learning/Physical Education/Health (pg. 6-30) K-12**

SEL - The group did *not* identify priority Social Emotional Learning Standards, because they felt all three SEL Goals are at the core of all learning and growth.

“These standards should be embedded in every content area as they apply for students to find relevant and meaningful applications to real-world situations.”

- **Social Emotional Learning (SEL) (pg. 1-9)**

In conjunction with SEL standards, several PE & Health Standards were selected as priority for a starting point for instruction.

- **Health Education Standard (pg. 9-15)**
- **Physical Education Standards ( pg.15-18)**
- **SEL Standards Mapped to the Health & PE Priorities (pg. 19 - 30)**

## **Subject 2: English/Language Arts (pg. 31-59) PreK-12**

- Not all ELA standards are included in the IPLS.
- Grades 3-8: *Vocabulary Interpretation and Use* Standards are grouped together and form their own section.
- Grades 3-8: Conventions and Knowledge of Language are done within writing applications.

PreK-2: Use the color coded chart to identify the domains.

3-8: Grade-level standards contain points and percentages of scores aligned with the Evidence Tables and IAR Assessment.

9-12: Use the color-coded chart to identify the domains.

## **Subject 3: English Language Learning (ELL) (pg. 60-74) K-12**

Levels 1-6 proficiency level descriptors for each grade level in:

- Receptive Language Skills (Listening & Reading)
- Expressive Language Skills (Speaking & Writing)

### **Subject 4: Mathematics (pg. 75-137) PreK-12**

- Includes domain number of points and domain percentage in relationship to the IAR & Evidence Tables.
- Abbreviations used that are not included in the standards. (example INT.)
  - Be integrative (Int) – Integrative evidence statements allow for the testing of more than one of the standards on a single item/task without going beyond the standards to create new requirements. An integrative evidence statement might be integrated across all content within a grade/course, all standards in a high school conceptual category, all standards in a domain, or all standards in a cluster.

### **Subject 5: Science Learning (pg. 138-152) PreK-12**

- Encourages teachers to engage students in the science and engineering practices, rather than pre-teaching information and lecturing.
- Stay focus on the Three Dimensions of the Next Generation Science Standards (NGSS)
- Provide 8 science and engineering practices over each grade band. Practices grow in complexity across grades. Gives examples of science education shifts.

### **Subject 6: Social Science Learning (pg. 153-160) PreK-12**

- All Disciplinary Concepts are noted but not all standards are included.
- Revised Social Science Learning Standards approved by ISBE.

### **Subject 7: Fine Arts Learning (pg. 161-182) PreK-12**

- **Fine Arts Learning (pg. 161-166)**. Document suggests a priority focus for “The Arts” section. A list of questions are provided that were used to guide the thought process of prioritizing The Arts standards.
- **Visual Arts (pg. 167 - 171)**. Highest priority visual arts anchor standards and rationale for selection.
- **Elementary General Music (pg. 172-175)**. Organized standards into “Tiers” to show focused priority.
- **Middle School and High School Music (pg. 176 - 182)**. Certain anchor standards selected for focus standards.