

**ILLINOIS ACADEMIC GOALS
AND
HISTORIC NEW HARMONY PROGRAMS**

(identifying numbers graded as follows: 1 – Early Elementary, 2 – Late Elementary, 3 – Middle/Junior HS, 4 – Early High School, 5 – Late High school)

STATE GOAL 15: Understand economic systems, with an emphasis on the US.	New Harmony Program(s) that meets this goal:
15.A.1a Identify advantages and disadvantages of different ways to distribute goods and services.	Communal Living Josiah Warren
15.D.1a Demonstrate the benefits of simple voluntary exchanges	Josiah Warren
15.D.1b Know that barter is a type of exchange and that money makes exchange easier.	Josiah Warren
STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the US and other nations.	
16.A.1a Explain the difference between past, present and future time; place themselves in time.	Early Community Living Harmonist Story Owen Story Afterglow Period New Harmony Today
16.A.4a Analyze and report historical events to determine cause-and-effect relationships.	Harmonist Story Owen Story Afterglow Period New Harmony Today
16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings)	Harmonist Story Owen Story Afterglow Period New Harmony Today
16.A.1c Describe how people in different times and places viewed the world in different ways.	Early Community Living Harmonist Story Owen Story Afterglow Period
16.B.1 (W) Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions.	Harmonist Story Owen Story Natural Sciences
16.C.1a (US) Describe how Native American people in Illinois engaged in economic activities with other tribes and traders in the region prior to the Black Hawk War.	Native American Mounds (Harmonist Cemetery) WMI Bodmer Exhibit
16.C.1a (W) Identify how people and groups in the past made economic choices (e.g., crops to plant, products to make, products to trade) to survive and improve their	Early Community Living Harmonist Story Owen Story

lives.	
16.D.2a (US) Describe the various individual motives for settling in colonial America.	Early Community Living Harmonist Story Owen Story
16.D.3a (US) Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19 th century.	Early Community Living Harmonist Story Owen Story
16.D.3b (US) Describe characteristics of different kinds of families in America during the colonial/frontier periods and the 19 th century.	Early Community Living Harmonist Story Owen Story
16.D.2c (US) Describe the influence of key individuals and groups, including Susan B. Anthony/suffrage and Martin Luther king, Jr. /civil rights, in the historic eras of Illinois and the US.	Frances Wright Robert Dale Owen
16.D.1 (W) Identify how customs and traditions from around the world influence the local community.	Early Community Living Harmonist Story
16.E.1 (US) Describe how the local environment has changed over time	Natural Sciences Change in Wabash River
16.E.2a (US) Identify environmental factors that drew settlers to the state and region.	Early Community Living Harmonist Story
16.E.3a (US) Describe how early settlers in Illinois and the US adapted to, used and changed the environment prior to 1818.	Early Community Living Harmonist Story
16.E.3b (US) Describe how the largely rural population of the US adapted, used and changed the environment after 1818.	Early Community Living Harmonist Story
STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the US.	
17.C.1a Identify ways people depend on and interact with the physical environment.	Early Community Living Harmonist Story
17.C.1b Identify opportunities and constraints of the physical environment.	Early Community Living Harmonist Story
17.C.2a Describe how natural events in the physical environment affect human activities.	Change in the Wabash River
17.C.2b Describe the relationships among location of resources, population distribution and economic activities.	Early Community Living Harmonist Story Afterglow Period New Harmony Today
17.C.3a Explain how human activity is affected by geographic factors.	Early Community Living Harmonist Story Owen Story

<p>17.C.3c Analyze how human processes influence settlement patterns including migration and population growth.</p>	<p>Early Community Living Harmonist Story Afterglow Period New Harmony Today</p>
<p>17.D.1 Identify changes in geographic characteristics of a local region</p>	<p>Change in Wabash River Glacier</p>
<p>17.D.2b Identify different settlement patterns in Illinois and the US and relate them to physical features and resources.</p>	<p>Early Community Living Harmonist Story</p>
<p>17.D.3a Explain how and why spatial patterns of settlement change over time.</p>	<p>Early Community Living Harmonist Story</p>
<p>17.D.3b Explain how interactions of geographic factors have shaped present conditions.</p>	<p>Change in Wabash River Glacier</p>
<p>STATE GOAL 18: Understand social systems, with an emphasis on the US.</p>	
<p>18.C.1 Describe how individuals interacted within groups to make choices regarding food, clothing and shelter.</p>	<p>Early Community Living Harmonist Story Owen Story</p>
<p>18.C.2 Describe how changes in production (e.g., hunting and gathering, agricultural, industrial) and population caused changes in social systems.</p>	<p>Harmonist's return to Pennsylvania</p>
<p>18.C.3b Explain how diverse groups have contributed to US social systems over time.</p>	<p>Harmonist Story Owen Story</p>
<p>18.C.5 Analyze how social scientists' interpretations of societies, cultures and institutions change over time.</p>	<p>Early Community Living Harmonist Story Owen Story</p>
<p>STATE GOAL 25: Know the language of the arts.</p>	
<p>25.A.1d Visual Arts: Identify the elements of line, shape, space, color and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation.</p>	<p>Gallery</p>
<p>25.A.2d Visual Arts: Identify and describe the elements of 2- and 3-dimensional space, figure ground, value and form; the principles of rhythm, size, proportion and composition; and the expressive qualities of symbol and story.</p>	<p>Gallery</p>
<p>25.A.3d Visual Arts: Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.</p>	<p>Gallery</p>
<p>25.A.3e Visual Arts: Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.</p>	<p>Gallery</p>

25.B.1 Identify similarities in and among the arts (e.g., pattern, sequence and mood)	Gallery
25.B.2 Understand how elements and principles combine within an art form to express ideas.	Gallery
25.B.3 Compare and contrast the elements and principles in two or more art works that share similar themes.	Gallery
25.B.4 Analyze and evaluate similar and distinctive characteristics of works in two or more of the arts that share the same historical period or societal context.	Gallery
25.B.5 Understand how different art forms combine to create an interdisciplinary work (e.g., musical theatre, opera or cinematography)	USI Theatre USI Arts Dept.
STATE GOAL 26: Through creating and performing, understand how works of art are produced.	
26.A.5 Common for all four arts: Analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas.	Gallery
26.A.1e Visual Arts: Identify media and tools and how to use them in a safe and responsible manner, when painting, drawing and constructing.	Gallery
26.A.2e Visual Arts: Describe the relationships among media, tools/technology and processes.	Gallery
26.A.3e Visual Arts: Describe how the choices of tools/technologies and processes are used to create specific effects in the arts.	Gallery
26.A.4e Visual Arts: Analyze and evaluate how tools/technologies and processes combine to convey meaning.	Gallery
26.A.2f Visual Arts: Understand the artistic processes of printmaking, weaving, photography and sculpture.	Gallery
26.B.2b Drama: Demonstrate actions, characters, narrative skills, collaboration, environments, simple staging and sequence of events and situations in solo and ensemble dramas.	Delsarte Demonstration Golden History USI Theatre
26.B.4b Drama: Create and perform an ensemble drama or theatre scene using research, collaboration, characterization and staging in combination with aural and visual technologies (e.g., video, lights, sets, costumes, make-up, sound, props).	USI Theatre

<p>26.B.1d Visual Arts: Demonstrate knowledge and skills to create visual works of art using manipulation, eye –hand coordination, building and imagination.</p>	<p>Delsarte Demonstration USI Theatre</p>
<p>26.B.2d Visual Arts: Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing.</p>	<p>USI Theatre</p>
<p>26.B.3d Visual Arts: Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, function and decorative.</p>	<p>Gallery USI Art Department</p>
<p>STATE GOAL 27: Understand the role of the arts in civilizations, past and present.</p>	
<p>27.A.3a Identify and describe careers and jobs in and among the arts and how they contribute to the world of work.</p>	<p>Gallery</p>
<p>27.A.5 Analyze how careers in the arts are expanding based on new technologies and societal changes.</p>	<p>Gallery</p>
<p>27.B.1 Know how images, sounds and movement convey stories about people, places and times.</p>	<p>Gallery Delsarte Demonstration</p>
<p>27.B.4a Analyze and classify the distinguishing characteristics of historic and contemporary art works by style, period and culture.</p>	<p>Gallery</p>
<p>27.B.4b Understand how the arts change in response to changes in society.</p>	<p>Gallery</p>