



Illinois Standards

SCIENCE

Middle School

Priority Standards - Life Science

- MS-LS2: Ecosystems: Interactions, Energy, and Dynamics
 - MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
 - MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
 - MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
 - MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

Priority Standards - Earth and Space Science

- MS-ESS2: Earth's Systems
 - MS-ESS2-5. Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.
 - MS-ESS2-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
- MS-ESS3: Earth and Human Activity
 - MS-ESS3-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
 - MS-ESS3-2. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
 - MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
 - MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems
 - MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

High school

Priority Standards - Life Science

- HS-LS2: Ecosystems: Interactions, Energy, and Dynamics
 - HS-LS2-6. Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.



- HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- HS-LS2-8. Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.

Priority Standards - Earth and Space Science

- HS-ESS2: Earth's Systems
 - HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedback that causes changes to other Earth systems.
 - HS-ESS2-4. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
 - HS-ESS2-5. Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
- HS-ESS3: Earth and Human Activity
 - HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
 - HS-ESS3-2. Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
 - HS-ESS3-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems

SOCIAL SCIENCE

Middle School

Civic Standards

- SS.CV.5.6-8.LC, MdC, MC : Apply civic virtues and democratic principles in school and community settings
- SS.CV.3.6-8.LC, MdC, MC: Compare the means by which individuals and groups change societies, promote the common good, and protect rights.
- SS.CV.6.6-8.LC: Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.
- SS.CV.1.6-8.MC: Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.
- SS.CV.4.6-8.LC: Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society.

Developing Questions and planning inquiries

- SS.IS.6-8. Create essential questions to help guide inquiry about a topic
- SS.IS.2.6-8. Ask essential and focusing questions that will lead to independent research
- SS.IS.3.6-8. Determine sources representing multiple points of view that will assist in organizing a research plan.

Evaluation sources and using evidence

- SS.IS.4.6-8.L.C. Determine the value of sources by evaluating their relevance and intended use.



- SS.IS.4.6-8.Md.C. Determine credibility of sources based upon their origin, authority, and context
- SS.IS.4.6-8.MC. Gather relevant information from credible sources and determine whether they support each other.
- SS.IS.5.6-8.MdC. Identify evidence from multiple sources to support claims, noting its limitations.
- SS.IS.5.6-8.MC. Develop claims and counterclaims while pointing out the strengths and limitations of both.

Communicating Conclusion and taking informed action

- SS.IS.6.6-8LC. Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.
- SS.IS.6.6-8 MdC. Construct explanations using reasoning, correct sequence, examples, and details, while acknowledging their strengths and weaknesses.
- SS.IS.6.6-8 MC. Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.
- SS.IS.7.6-8. Critique the structure and credibility of arguments and explanations (self and others).
- SS.IS.8.6-8.L.C. Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.
- SS.IS.8.6-8.MdC. Assess individual and collective capacities to take action to address problems and identify potential outcomes
- SS.IS.8.6-8 MC. Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.

Geography Standards

- SS.G.2.6-8.LC: Explain how humans and their environment affect one another.
- SS.G3.6-8.MdC: Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.
- SS.G2.6-8.MC: Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places

High school

- Constructing Essential Questions SS.IS.1.9- 12: Address essential questions that reflect an enduring issue in the field.
- Constructing Supporting Questions SS.IS.2.9-12: Explain how supporting questions contribute to an inquiry.
- Determining Helpful Sources SS.IS.3.9-12: Develop new supporting and essential questions through investigation, collaboration, and using diverse sources
- Gathering and Evaluating Sources SS.IS.4.9-12: Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.
- Communicating Conclusions SS.IS.6.9-12. Construct and evaluate explanations and arguments using multiple sources and relevant, verified information
- Critiquing Conclusions SS.IS.7.9-12. Articulate explanations and arguments to a targeted audience in diverse settings.



- Taking Informed Action SS.IS.8.9-12. Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.
- Taking Informed Action SS.IS.9.9-12. Use deliberative processes and apply democratic strategies and procedures to address local, regional or global concerns and take action in or out of school.

Civics

- SS.CV.1.9-12. Distinguish the rights, roles, powers, and responsibilities of individuals and institutions in the political system.
- SS.CV.5.9-12. Analyze the impact of personal interest and diverse perspectives on the application of civic dispositions, democratic principles, constitutional rights, and human rights.
- SS.CV.8.9-12: Analyze how individuals use and challenge laws to address a variety of public issues.

Geography

- SS.G.1.9-12: Use maps (created using geospatial and related technologies, if possible), satellite images, and photographs to display and explain the spatial patterns of physical, cultural, political, economic, and environmental characteristics.
- SS.G.3.9-12: Analyze and explain how humans impact and interact with the environment and vice versa.
- SS.G.4.9-12: Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions.
- SS.G.8.9-12: Evaluate how short- and long-term climate variability impacts human migration and settlement patterns, resource use, and land uses.
- SS.G.9.9-12: Describe and explain the characteristics that constitute a particular culture.
- SS.G.11.9-12: Explain how globalization impacts the cultural, political, economic, and environment characteristics of a place or region.

ENGLISH LANGUAGE ARTS

6th, 7th and 8th grade

Reading Informational Text (IAR Evidence Statements)

- RI 1 (RST 1, RH 1)
 - RI 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - RST 1: Cite specific textual evidence to support analysis of science and technical texts.
 - RH 1: Cite specific textual evidence to support analysis of primary and secondary sources.
- RI 2 (RST 2, RH 2)
 - RST 2: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
 - RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions
- RI 3 (RST 3, RH 3)



- RST 3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
- RH 3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- RI 7 (RST 7, RH 7)
 - RI 7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
 - RST 7: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
 - RH 7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RI 8 (RST 8, RH 8)
 - RI 8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
 - RST 8: Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
 - RH 8: Distinguish among fact, opinion, and reasoned judgment in a text.
- RI 9 (RST 9, RH 9)
 - RH9: Analyze the relationship between a primary and secondary source on the same topic

Written Expression (Writing Standards)

- W1 Write arguments to support claims with clear reasons and relevant evidence.
- W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6)
- W6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- W7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

9th and 10th Grade

- RI.9- 10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.



- RI.9- 10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RI.9- 10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning
- RL.9- 10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- W.9- 10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.9- 10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
- W.9- 10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- W.9- 10.7 Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.9- 10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
- SL.9- 10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively
- SL.9- 10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.