

Illinois Standards

1. English Language Arts 9-12
 - 1.1. Grades 9-10: Speaking and Listening
 - 1.1.1. 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.
 - 1.1.2. SL.9-10.1.c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - 1.1.3. SL.9-10.1.d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
 - 1.1.4. SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
 - 1.1.5. SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
 - 1.2. Grades 11-12: Speaking and Listening
 - 1.2.1. SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - 1.2.2. SL.11-12.1.c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - 1.2.3. SL.11-12.1.d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
 - 1.2.4. SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make

informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

- 1.2.5. SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

2. Physical Development and Health

2.1. Grades 9-10

- 2.1.1. 22.D.4a Identify health resources to help influence others in making healthy choices.
- 2.1.2. 23.B.4a Explain immediate and long-term effects of health habits on the body systems (e.g., diet/heart disease, exercise/fat reduction, stress management/emotional health).
- 2.1.3. 24.B.4a Explain how decision making affects the achievement of individual health goals.
- 2.1.4. 24.C.4a Formulate a plan to achieve individual health goals.

3. Science 9-12

3.1. Life Science

- 3.1.1. HS-LS2-2 Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
- 3.1.2. HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- 3.1.3. HS-L2-8 Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.
- 3.1.4. HS-L4-5 Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

3.2. Earth and Space Science

- 3.2.1. HS-ESS3-3 Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
- 3.2.2. HS-ESS3-4 Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
- 3.2.3. HS-ESS3-5 Analyze geoscience data and the results from global climate models to make change and associated future impacts to Earth systems.

3.3. Engineering, Technology, and Applications of Science

- 3.3.1. HS-ETS1-1 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
 - 3.3.2. HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
- 4. Social/Emotional Learning 9-12
 - 4.1. Grades 9-10
 - 4.1.1. 3A.4a Demonstrate responsibility in making ethical decisions
 - 4.1.2. 3A.4b Evaluate how social norms and the expectations of of authority influence personal decisions and activities
 - 4.2. Grades 11-12
 - 4.2.1. 3A.5a Apply ethical reasoning to evaluate societal practices
 - 4.2.2. 3A.5b Examine how the norms of different societies and cultures influence their members' decisions and behaviors.
- 5. Social Studies 9-12
 - 5.1. Geography
 - 5.1.1. SS.G.3.9-12 Analyze and explain how humans impact and interact with the environment and vice versa.
 - 5.1.2. SS.G.11.9-12 Explain how globalization impacts the cultural, political, economic, and environmental characteristics of a place or region
 - 5.2. History
 - 5.2.1. SS.H.4.9-12 Analyze how people and institutions have reacted to environmental, scientific and technological challenges
 - 5.3. Psychology
 - 5.3.1. SS.Psy.4.9-12 Analyze how biological, psychological, and sociocultural factors and their interactions influence individuals' behavior and mental processes.
 - 5.4. Sociology
 - 5.4.1. SS.Soc.2.9-12 Analyze the impact of social structure, including culture, institutions, and societies.
 - 5.4.2. SS.Soc.3.9-12 Hypothesize how primary agents of socialization influence the individual.