Main Criteria: National Theatre for Children

Secondary Criteria: Illinois Learning Standards, Next Generation Science Standards (NGSS)

Subject: Science

Grades: 6, 7, 8

National Theatre for Children

How electricity is made

Illinois Learning Standards

Science

Grade **6** - Adopted: **1997**

STATE GOAL / DISCIPLINARY CONCEPT	IL.12.	Concepts and Principles: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.
LEARNING STANDARD / DISCIPLINE	12.E.	Know and apply concepts that describe the features and processes of the Earth and its resources.
DESCRIPTOR / CONTENT DISCIPLINE	12.E.3c.	Evaluate the biodegradability of renewable and nonrenewable natural resources.
STATE GOAL / DISCIPLINARY CONCEPT	IL.13.	Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.
LEARNING STANDARD / DISCIPLINE	13.B.	Know and apply concepts that describe the interaction between science, technology and society.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3a.	Identify and explain ways that scientific knowledge and economics drive technological development.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3b.	Identify important contributions to science and technology that have been made by individuals and groups from various cultures.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3d.	Analyze the interaction of resource acquisition, technological development and ecosystem impact (e.g., diamond, coal or gold mining; deforestation).

Grade **6** - Adopted: **2010**

STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas

DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.9.	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
STANDARD	CC.6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Illinois Learning Standards

Science

Grade **7** - Adopted: **1997**

STATE GOAL / DISCIPLINARY CONCEPT	IL.12.	Concepts and Principles: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.
LEARNING STANDARD / DISCIPLINE	12.E.	Know and apply concepts that describe the features and processes of the Earth and its resources.
DESCRIPTOR / CONTENT DISCIPLINE	12.E.3c.	Evaluate the biodegradability of renewable and nonrenewable natural resources.
STATE GOAL / DISCIPLINARY CONCEPT	IL.13.	Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.
LEARNING STANDARD / DISCIPLINE	13.B.	Know and apply concepts that describe the interaction between science, technology and society.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3a.	Identify and explain ways that scientific knowledge and economics drive technological development.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3b.	Identify important contributions to science and technology that have been made by individuals and groups from various cultures.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3d.	Analyze the interaction of resource acquisition, technological development and ecosystem impact (e.g., diamond, coal or gold mining; deforestation).

Grade **7** - Adopted: **2010**

STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING		Key Ideas and Details

STANDARD / DISCIPLINE		
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.9.	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
STANDARD	CC.6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Illinois Learning Standards

Science

Grade **8** - Adopted: **1997**

STATE GOAL / DISCIPLINARY CONCEPT	IL.12.	Concepts and Principles: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.
LEARNING STANDARD / DISCIPLINE	12.E.	Know and apply concepts that describe the features and processes of the Earth and its resources.

DESCRIPTOR / CONTENT DISCIPLINE	12.E.3c.	Evaluate the biodegradability of renewable and nonrenewable natural resources.
STATE GOAL / DISCIPLINARY CONCEPT	IL.13.	Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.
LEARNING STANDARD / DISCIPLINE	13.B.	Know and apply concepts that describe the interaction between science, technology and society.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3a.	Identify and explain ways that scientific knowledge and economics drive technological development.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3b.	Identify important contributions to science and technology that have been made by individuals and groups from various cultures.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3d.	Analyze the interaction of resource acquisition, technological development and ecosystem impact (e.g., diamond, coal or gold mining; deforestation).

Grade **8** - Adopted: **2010**

STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.9.	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

STANDARD	CC.6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Next Generation Science Standards (NGSS)

Science

Grade **6** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	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.

Next Generation Science Standards (NGSS)

Science

Grade **7** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	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.

Next Generation Science Standards (NGSS)

Science

Grade **8** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	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.

How energy is used unwisely

Illinois Learning Standards

Science

Grade **6** - Adopted: **1997**

STATE GOAL / DISCIPLINARY CONCEPT	IL.12.	Concepts and Principles: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.
LEARNING STANDARD / DISCIPLINE	12.E.	Know and apply concepts that describe the features and processes of the Earth and its resources.
DESCRIPTOR / CONTENT DISCIPLINE	12.E.3c.	Evaluate the biodegradability of renewable and nonrenewable natural resources.
STATE GOAL / DISCIPLINARY	IL.13.	Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.

CONCEPT		
LEARNING STANDARD / DISCIPLINE	13.B.	Know and apply concepts that describe the interaction between science, technology and society.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3a.	Identify and explain ways that scientific knowledge and economics drive technological development.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3d.	Analyze the interaction of resource acquisition, technological development and ecosystem impact (e.g., diamond, coal or gold mining; deforestation).
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3e.	Identify advantages and disadvantages of natural resource conservation and management programs.

Grade **6** - Adopted: **2010**

STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
STANDARD	CC.6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Illinois Learning Standards

Science

Grade **7** - Adopted: **1997**

STATE GOAL / DISCIPLINARY CONCEPT	IL.12.	Concepts and Principles: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.
LEARNING STANDARD / DISCIPLINE	12.E.	Know and apply concepts that describe the features and processes of the Earth and its resources.
DESCRIPTOR / CONTENT DISCIPLINE	12.E.3c.	Evaluate the biodegradability of renewable and nonrenewable natural resources.
STATE GOAL / DISCIPLINARY CONCEPT	IL.13.	Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.
LEARNING STANDARD / DISCIPLINE	13.B.	Know and apply concepts that describe the interaction between science, technology and society.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3a.	Identify and explain ways that scientific knowledge and economics drive technological development.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3d.	Analyze the interaction of resource acquisition, technological development and ecosystem impact (e.g., diamond, coal or gold mining; deforestation).
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3e.	Identify advantages and disadvantages of natural resource conservation and management programs.

Grade **7** - Adopted: **2010**

STATE GOAL / DISCIPLINARY	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects

CONCEPT		
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
STANDARD	CC.6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Illinois Learning Standards

Science

Grade **8** - Adopted: **1997**

STATE GOAL / DISCIPLINARY CONCEPT	IL.12.	Concepts and Principles: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.
LEARNING STANDARD / DISCIPLINE	12.E.	Know and apply concepts that describe the features and processes of the Earth and its resources.
DESCRIPTOR / CONTENT DISCIPLINE	12.E.3c.	Evaluate the biodegradability of renewable and nonrenewable natural resources.
STATE GOAL / DISCIPLINARY CONCEPT	IL.13.	Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.
LEARNING STANDARD / DISCIPLINE	13.B.	Know and apply concepts that describe the interaction between science, technology and society.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3a.	Identify and explain ways that scientific knowledge and economics drive technological development.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3d.	Analyze the interaction of resource acquisition, technological development and ecosystem impact (e.g., diamond, coal or gold mining; deforestation).
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3e.	Identify advantages and disadvantages of natural resource conservation and management programs.

Grade **8** - Adopted: **2010**

STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

STANDARD	CC.6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Next Generation Science Standards (NGSS)

Science

Grade **6** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	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.

Next Generation Science Standards (NGSS)

Science

Grade **7** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	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.

Next Generation Science Standards (NGSS)

Science

Grade **8** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	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.

How we use natural resources

Illinois Learning Standards

Science

Grade **6** - Adopted: **1997**

STATE GOAL / DISCIPLINARY CONCEPT	IL.13.	Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.
LEARNING	13.B.	Know and apply concepts that describe the interaction between science, technology

STANDARD / DISCIPLINE		and society.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3a.	Identify and explain ways that scientific knowledge and economics drive technological development.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3d.	Analyze the interaction of resource acquisition, technological development and ecosystem impact (e.g., diamond, coal or gold mining; deforestation).

Grade **6** - Adopted: **2010**

STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
STANDARD	CC.6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Illinois Learning Standards

Science

Grade **7** - Adopted: **1997**

STATE GOAL / DISCIPLINARY CONCEPT	IL.13.	Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.
LEARNING STANDARD / DISCIPLINE	13.B.	Know and apply concepts that describe the interaction between science, technology and society.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3a.	Identify and explain ways that scientific knowledge and economics drive technological development.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3d.	Analyze the interaction of resource acquisition, technological development and ecosystem impact (e.g., diamond, coal or gold mining; deforestation).

Grade **7** - Adopted: **2010**

STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
STANDARD	CC.6-	Use precise language and domain-specific vocabulary to inform about or explain the

	8.WHST.2.d.	topic.

Illinois Learning Standards

Science

Grade **8** - Adopted: **1997**

STATE GOAL / DISCIPLINARY CONCEPT	IL.13.	Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.
LEARNING STANDARD / DISCIPLINE	13.B.	Know and apply concepts that describe the interaction between science, technology and society.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3a.	Identify and explain ways that scientific knowledge and economics drive technological development.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3d.	Analyze the interaction of resource acquisition, technological development and ecosystem impact (e.g., diamond, coal or gold mining; deforestation).

Grade **8** - Adopted: **2010**

STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
STANDARD	CC.6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Next Generation Science Standards (NGSS)

Science

Grade **6** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.

Next Generation Science Standards (NGSS)

Science

Grade **7** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.

Next Generation Science Standards (NGSS)

Science

Grade **8** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.

The science of energy and technology

Illinois Learning Standards

Science

Grade **6** - Adopted: **1997**

STATE GOAL / DISCIPLINARY CONCEPT	IL.13.	Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.
LEARNING STANDARD / DISCIPLINE	13.B.	Know and apply concepts that describe the interaction between science, technology and society.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3a.	Identify and explain ways that scientific knowledge and economics drive technological development.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3d.	Analyze the interaction of resource acquisition, technological development and ecosystem impact (e.g., diamond, coal or gold mining; deforestation).

Grade **6** - Adopted: **2010**

STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
STANDARD	CC.6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Illinois Learning Standards

Science

Grade **7** - Adopted: **1997**

STATE GOAL / DISCIPLINARY CONCEPT	IL.13.	Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.
LEARNING STANDARD / DISCIPLINE	13.B.	Know and apply concepts that describe the interaction between science, technology and society.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3a.	Identify and explain ways that scientific knowledge and economics drive technological development.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3d.	Analyze the interaction of resource acquisition, technological development and ecosystem impact (e.g., diamond, coal or gold mining; deforestation).

Grade **7** - Adopted: **2010**

STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
STANDARD	CC.6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Illinois Learning Standards

Science

Grade **8** - Adopted: **1997**

STATE GOAL / DISCIPLINARY CONCEPT	IL.13.	Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.
LEARNING STANDARD / DISCIPLINE	13.B.	Know and apply concepts that describe the interaction between science, technology and society.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3a.	Identify and explain ways that scientific knowledge and economics drive technological development.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3d.	Analyze the interaction of resource acquisition, technological development and ecosystem impact (e.g., diamond, coal or gold mining; deforestation).

Grade **8** - Adopted: **2010**

STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes

DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
STANDARD	CC.6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Next Generation Science Standards (NGSS)

Science

Grade **6** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.

Next Generation Science Standards (NGSS)

Science

Grade **7** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.

Next Generation Science Standards (NGSS)

Science

Grade **8** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.

The science of natural resources

Illinois Learning Standards

Science

Grade **6** - Adopted: **1997**

STATE GOAL / DISCIPLINARY CONCEPT	IL.13.	Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.
LEARNING STANDARD / DISCIPLINE	13.B.	Know and apply concepts that describe the interaction between science, technology and society.
DESCRIPTOR / CONTENT	13.B.3a.	Identify and explain ways that scientific knowledge and economics drive technological development.

DISCIPLINE		
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3d.	Analyze the interaction of resource acquisition, technological development and ecosystem impact (e.g., diamond, coal or gold mining; deforestation).

Grade **6** - Adopted: **2010**

STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
STANDARD	CC.6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Illinois Learning Standards

Science

Grade **7** - Adopted: **1997**

STATE GOAL / DISCIPLINARY CONCEPT	IL.13.	Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.
LEARNING STANDARD / DISCIPLINE	13.B.	Know and apply concepts that describe the interaction between science, technology and society.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3a.	Identify and explain ways that scientific knowledge and economics drive technological development.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3d.	Analyze the interaction of resource acquisition, technological development and ecosystem impact (e.g., diamond, coal or gold mining; deforestation).

Grade **7** - Adopted: **2010**

STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
STANDARD	CC.6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Illinois Learning Standards

Science

Grade **8** - Adopted: **1997**

STATE GOAL / DISCIPLINARY CONCEPT	IL.13.	Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.
LEARNING STANDARD / DISCIPLINE	13.B.	Know and apply concepts that describe the interaction between science, technology and society.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3a.	Identify and explain ways that scientific knowledge and economics drive technological development.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3d.	Analyze the interaction of resource acquisition, technological development and ecosystem impact (e.g., diamond, coal or gold mining; deforestation).

Grade **8** - Adopted: **2010**

STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
STANDARD	CC.6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Next Generation Science Standards (NGSS)

Science

Grade **6** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.

Next Generation Science Standards (NGSS)

Science

Grade **7** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.

Next Generation Science Standards (NGSS)

Science

Grade **8** - Adopted: **2013**

STRAND	**NGSS.MS-ESS.**	**EARTH AND SPACE SCIENCE**
TITLE	**MS-ESS3.**	**Earth and Human Activity**
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	**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.**
PERFORMANCE EXPECTATION	**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.**

The uses of electricity

Illinois Learning Standards

Science

Grade **6** - Adopted: **1997**

STATE GOAL / DISCIPLINARY CONCEPT	**IL.12.**	**Concepts and Principles: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.**
LEARNING STANDARD / DISCIPLINE	**12.E.**	**Know and apply concepts that describe the features and processes of the Earth and its resources.**
DESCRIPTOR / CONTENT DISCIPLINE	**12.E.3c.**	**Evaluate the biodegradability of renewable and nonrenewable natural resources.**
STATE GOAL / DISCIPLINARY CONCEPT	**IL.13.**	**Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.**
LEARNING STANDARD / DISCIPLINE	**13.A.**	**Know and apply the accepted practices of science.**
DESCRIPTOR / CONTENT DISCIPLINE	**13.A.3b.**	**Analyze historical and contemporary cases in which the work of science has been affected by both valid and biased scientific practices.**
STATE GOAL / DISCIPLINARY CONCEPT	**IL.13.**	**Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.**
LEARNING STANDARD / DISCIPLINE	**13.B.**	**Know and apply concepts that describe the interaction between science, technology and society.**
DESCRIPTOR / CONTENT DISCIPLINE	**13.B.3a.**	**Identify and explain ways that scientific knowledge and economics drive technological development.**
DESCRIPTOR / CONTENT DISCIPLINE	**13.B.3d.**	**Analyze the interaction of resource acquisition, technological development and ecosystem impact (e.g., diamond, coal or gold mining; deforestation).**
DESCRIPTOR / CONTENT DISCIPLINE	**13.B.3f.**	**Apply classroom-developed criteria to determine the effects of policies on local science and technology issues (e.g., energy consumption, landfills, water quality).**

Grade **6** - Adopted: **2010**

STATE GOAL / DISCIPLINARY CONCEPT	**IL.6-8.RST.**	**Reading Standards for Literacy in Science and Technical Subjects**
LEARNING STANDARD / DISCIPLINE		**Key Ideas and Details**
DESCRIPTOR / CONTENT DISCIPLINE	**CC.6-8.RST.2.**	**Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.**
STATE GOAL /	**IL.6-**	**Reading Standards for Literacy in Science and Technical Subjects**

DISCIPLINARY CONCEPT	8.RST.	
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.9.	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
STANDARD	CC.6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Illinois Learning Standards

Science

Grade **7** - Adopted: **1997**

STATE GOAL / DISCIPLINARY CONCEPT	IL.12.	Concepts and Principles: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.
LEARNING STANDARD / DISCIPLINE	12.E.	Know and apply concepts that describe the features and processes of the Earth and its resources.
DESCRIPTOR / CONTENT DISCIPLINE	12.E.3c.	Evaluate the biodegradability of renewable and nonrenewable natural resources.
STATE GOAL / DISCIPLINARY CONCEPT	IL.13.	Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.

LEARNING STANDARD / DISCIPLINE	13.A.	Know and apply the accepted practices of science.
DESCRIPTOR / CONTENT DISCIPLINE	13.A.3b.	Analyze historical and contemporary cases in which the work of science has been affected by both valid and biased scientific practices.
STATE GOAL / DISCIPLINARY CONCEPT	IL.13.	Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.
LEARNING STANDARD / DISCIPLINE	13.B.	Know and apply concepts that describe the interaction between science, technology and society.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3a.	Identify and explain ways that scientific knowledge and economics drive technological development.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3d.	Analyze the interaction of resource acquisition, technological development and ecosystem impact (e.g., diamond, coal or gold mining; deforestation).
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3f.	Apply classroom-developed criteria to determine the effects of policies on local science and technology issues (e.g., energy consumption, landfills, water quality).

Grade **7** - Adopted: **2010**

STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.9.	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes

DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
STANDARD	CC.6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Illinois Learning Standards

Science

Grade **8** - Adopted: **1997**

STATE GOAL / DISCIPLINARY CONCEPT	IL.12.	Concepts and Principles: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.
LEARNING STANDARD / DISCIPLINE	12.E.	Know and apply concepts that describe the features and processes of the Earth and its resources.
DESCRIPTOR / CONTENT DISCIPLINE	12.E.3c.	Evaluate the biodegradability of renewable and nonrenewable natural resources.
STATE GOAL / DISCIPLINARY CONCEPT	IL.13.	Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.
LEARNING STANDARD / DISCIPLINE	13.A.	Know and apply the accepted practices of science.
DESCRIPTOR / CONTENT DISCIPLINE	13.A.3b.	Analyze historical and contemporary cases in which the work of science has been affected by both valid and biased scientific practices.
STATE GOAL / DISCIPLINARY CONCEPT	IL.13.	Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.
LEARNING STANDARD / DISCIPLINE	13.B.	Know and apply concepts that describe the interaction between science, technology and society.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3a.	Identify and explain ways that scientific knowledge and economics drive technological development.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3d.	Analyze the interaction of resource acquisition, technological development and ecosystem impact (e.g., diamond, coal or gold mining; deforestation).
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3f.	Apply classroom-developed criteria to determine the effects of policies on local science and technology issues (e.g., energy consumption, landfills, water quality).

Grade **8** - Adopted: **2010**

STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING		Craft and Structure

STANDARD / DISCIPLINE		
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.9.	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.10.	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
STANDARD	CC.6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Next Generation Science Standards (NGSS)

Science

Grade **6** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.

Next Generation Science Standards (NGSS)

Science

Grade **7** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.

Next Generation Science Standards (NGSS)

Science

Grade **8** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.

What YOU can do to conserve energy

Illinois Learning Standards

Science

Grade **6** - Adopted: **1997**

STATE GOAL / DISCIPLINARY CONCEPT	IL.12.	Concepts and Principles: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.
LEARNING STANDARD / DISCIPLINE	12.E.	Know and apply concepts that describe the features and processes of the Earth and its resources.
DESCRIPTOR / CONTENT DISCIPLINE	12.E.3c.	Evaluate the biodegradability of renewable and nonrenewable natural resources.
STATE GOAL / DISCIPLINARY CONCEPT	IL.13.	Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.
LEARNING STANDARD / DISCIPLINE	13.A.	Know and apply the accepted practices of science.
DESCRIPTOR / CONTENT DISCIPLINE	13.A.3b.	Analyze historical and contemporary cases in which the work of science has been affected by both valid and biased scientific practices.
STATE GOAL / DISCIPLINARY CONCEPT	IL.13.	Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.
LEARNING STANDARD / DISCIPLINE	13.B.	Know and apply concepts that describe the interaction between science, technology and society.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3a.	Identify and explain ways that scientific knowledge and economics drive technological development.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3d.	Analyze the interaction of resource acquisition, technological development and ecosystem impact (e.g., diamond, coal or gold mining; deforestation).
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3e.	Identify advantages and disadvantages of natural resource conservation and management programs.
DESCRIPTOR /	13.B.3f.	Apply classroom-developed criteria to determine the effects of policies on local

CONTENT DISCIPLINE		science and technology issues (e.g., energy consumption, landfills, water quality).

Grade **6** - Adopted: **2010**

STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
STANDARD	CC.6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Illinois Learning Standards

Science

Grade **7** - Adopted: **1997**

STATE GOAL / DISCIPLINARY CONCEPT	IL.12.	Concepts and Principles: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.
LEARNING STANDARD / DISCIPLINE	12.E.	Know and apply concepts that describe the features and processes of the Earth and its resources.
DESCRIPTOR / CONTENT DISCIPLINE	12.E.3c.	Evaluate the biodegradability of renewable and nonrenewable natural resources.
STATE GOAL / DISCIPLINARY CONCEPT	IL.13.	Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.
LEARNING STANDARD / DISCIPLINE	13.A.	Know and apply the accepted practices of science.
DESCRIPTOR / CONTENT DISCIPLINE	13.A.3b.	Analyze historical and contemporary cases in which the work of science has been affected by both valid and biased scientific practices.
STATE GOAL / DISCIPLINARY CONCEPT	IL.13.	Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.
LEARNING STANDARD / DISCIPLINE	13.B.	Know and apply concepts that describe the interaction between science, technology and society.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3a.	Identify and explain ways that scientific knowledge and economics drive technological development.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3d.	Analyze the interaction of resource acquisition, technological development and ecosystem impact (e.g., diamond, coal or gold mining; deforestation).
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3e.	Identify advantages and disadvantages of natural resource conservation and management programs.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3f.	Apply classroom-developed criteria to determine the effects of policies on local science and technology issues (e.g., energy consumption, landfills, water quality).

Grade **7** - Adopted: **2010**

STATE GOAL /	IL.6-	Reading Standards for Literacy in Science and Technical Subjects

DISCIPLINARY CONCEPT	8.RST.	
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
STANDARD	CC.6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Illinois Learning Standards

Science

Grade **8** - Adopted: **1997**

STATE GOAL / DISCIPLINARY CONCEPT	IL.12.	Concepts and Principles: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.
LEARNING STANDARD / DISCIPLINE	12.E.	Know and apply concepts that describe the features and processes of the Earth and its resources.
DESCRIPTOR / CONTENT DISCIPLINE	12.E.3c.	Evaluate the biodegradability of renewable and nonrenewable natural resources.
STATE GOAL / DISCIPLINARY CONCEPT	IL.13.	Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.
LEARNING STANDARD / DISCIPLINE	13.A.	Know and apply the accepted practices of science.
DESCRIPTOR / CONTENT DISCIPLINE	13.A.3b.	Analyze historical and contemporary cases in which the work of science has been affected by both valid and biased scientific practices.
STATE GOAL / DISCIPLINARY CONCEPT	IL.13.	Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.
LEARNING STANDARD / DISCIPLINE	13.B.	Know and apply concepts that describe the interaction between science, technology and society.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3a.	Identify and explain ways that scientific knowledge and economics drive technological development.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3d.	Analyze the interaction of resource acquisition, technological development and ecosystem impact (e.g., diamond, coal or gold mining; deforestation).
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3e.	Identify advantages and disadvantages of natural resource conservation and management programs.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3f.	Apply classroom-developed criteria to determine the effects of policies on local science and technology issues (e.g., energy consumption, landfills, water quality).

Grade **8** - Adopted: **2010**

STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD /		Craft and Structure

DISCIPLINE		
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
STANDARD	CC.6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Next Generation Science Standards (NGSS)

Science

Grade **6** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	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.

Next Generation Science Standards (NGSS)

Science

Grade **7** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	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.

Next Generation Science Standards (NGSS)

Science

Grade **8** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	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.

What are energy and electricity

Illinois Learning Standards

Science

Grade **6** - Adopted: **1997**

STATE GOAL / DISCIPLINARY CONCEPT	IL.13.	Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.
LEARNING STANDARD / DISCIPLINE	13.B.	Know and apply concepts that describe the interaction between science, technology and society.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3a.	Identify and explain ways that scientific knowledge and economics drive technological development.

Grade **6** - Adopted: **2010**

STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
STANDARD	CC.6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Illinois Learning Standards

Science

Grade **7** - Adopted: **1997**

STATE GOAL / DISCIPLINARY CONCEPT	IL.13.	Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.
LEARNING STANDARD / DISCIPLINE	13.B.	Know and apply concepts that describe the interaction between science, technology and society.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3a.	Identify and explain ways that scientific knowledge and economics drive technological development.

Grade **7** - Adopted: **2010**

STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
STANDARD	CC.6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Illinois Learning Standards

Science

Grade **8** - Adopted: **1997**

STATE GOAL / DISCIPLINARY CONCEPT	**IL.13.**	**Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.**
LEARNING STANDARD / DISCIPLINE	**13.B.**	**Know and apply concepts that describe the interaction between science, technology and society.**
DESCRIPTOR / CONTENT DISCIPLINE	**13.B.3a.**	**Identify and explain ways that scientific knowledge and economics drive technological development.**

Grade **8** - Adopted: **2010**

STATE GOAL / DISCIPLINARY CONCEPT	**IL.6-8.RST.**	**Reading Standards for Literacy in Science and Technical Subjects**
LEARNING STANDARD / DISCIPLINE		**Craft and Structure**
DESCRIPTOR / CONTENT DISCIPLINE	**CC.6-8.RST.4.**	**Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.**
STATE GOAL / DISCIPLINARY CONCEPT	**IL.6-8.WHST.**	**Writing Standards for Literacy in Science and Technical Subjects**
LEARNING STANDARD / DISCIPLINE		**Text Types and Purposes**
DESCRIPTOR / CONTENT DISCIPLINE	**CC.6-8.WHST.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
STANDARD	**CC.6-8.WHST.2.d.**	**Use precise language and domain-specific vocabulary to inform about or explain the topic.**

What are energy resources

Illinois Learning Standards

Science

Grade **6** - Adopted: **1997**

STATE GOAL / DISCIPLINARY CONCEPT	**IL.12.**	**Concepts and Principles: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.**
LEARNING STANDARD / DISCIPLINE	**12.E.**	**Know and apply concepts that describe the features and processes of the Earth and its resources.**
DESCRIPTOR / CONTENT DISCIPLINE	**12.E.3c.**	**Evaluate the biodegradability of renewable and nonrenewable natural resources.**
STATE GOAL / DISCIPLINARY CONCEPT	**IL.13.**	**Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.**
LEARNING STANDARD / DISCIPLINE	**13.B.**	**Know and apply concepts that describe the interaction between science, technology and society.**
DESCRIPTOR / CONTENT DISCIPLINE	**13.B.3a.**	**Identify and explain ways that scientific knowledge and economics drive technological development.**
DESCRIPTOR / CONTENT DISCIPLINE	**13.B.3d.**	**Analyze the interaction of resource acquisition, technological development and ecosystem impact (e.g., diamond, coal or gold mining; deforestation).**

Grade **6** - Adopted: **2010**

STATE GOAL / DISCIPLINARY	**IL.6-8.RST.**	**Reading Standards for Literacy in Science and Technical Subjects**

CONCEPT		
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
STANDARD	CC.6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Illinois Learning Standards

Science

Grade **7** - Adopted: **1997**

STATE GOAL / DISCIPLINARY CONCEPT	IL.12.	Concepts and Principles: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.
LEARNING STANDARD / DISCIPLINE	12.E.	Know and apply concepts that describe the features and processes of the Earth and its resources.
DESCRIPTOR / CONTENT DISCIPLINE	12.E.3c.	Evaluate the biodegradability of renewable and nonrenewable natural resources.
STATE GOAL / DISCIPLINARY CONCEPT	IL.13.	Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.
LEARNING STANDARD / DISCIPLINE	13.B.	Know and apply concepts that describe the interaction between science, technology and society.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3a.	Identify and explain ways that scientific knowledge and economics drive technological development.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3d.	Analyze the interaction of resource acquisition, technological development and ecosystem impact (e.g., diamond, coal or gold mining; deforestation).

Grade **7** - Adopted: **2010**

STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
STANDARD	CC.6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Illinois Learning Standards

Science

Grade **8** - Adopted: **1997**

STATE GOAL / DISCIPLINARY CONCEPT	IL.12.	Concepts and Principles: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.
LEARNING STANDARD / DISCIPLINE	12.E.	Know and apply concepts that describe the features and processes of the Earth and its resources.
DESCRIPTOR / CONTENT DISCIPLINE	12.E.3c.	Evaluate the biodegradability of renewable and nonrenewable natural resources.
STATE GOAL / DISCIPLINARY CONCEPT	IL.13.	Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.
LEARNING STANDARD / DISCIPLINE	13.B.	Know and apply concepts that describe the interaction between science, technology and society.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3a.	Identify and explain ways that scientific knowledge and economics drive technological development.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3d.	Analyze the interaction of resource acquisition, technological development and ecosystem impact (e.g., diamond, coal or gold mining; deforestation).

Grade **8** - Adopted: **2010**

STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
STANDARD	CC.6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Next Generation Science Standards (NGSS)

Science

Grade **6** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.

Next Generation Science Standards (NGSS)

Science

Grade **7** - Adopted: **2013**

STRAND	**NGSS.MS-ESS.**	**EARTH AND SPACE SCIENCE**
TITLE	**MS-ESS3.**	**Earth and Human Activity**
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	**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.**
PERFORMANCE EXPECTATION	**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.**

Next Generation Science Standards (NGSS)

Science

Grade **8** - Adopted: **2013**

STRAND	**NGSS.MS-ESS.**	**EARTH AND SPACE SCIENCE**
TITLE	**MS-ESS3.**	**Earth and Human Activity**
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	**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.**
PERFORMANCE EXPECTATION	**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.**

What is and how to be Energy Efficient

Illinois Learning Standards

Science

Grade **6** - Adopted: **1997**

STATE GOAL / DISCIPLINARY CONCEPT	**IL.12.**	**Concepts and Principles: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.**
LEARNING STANDARD / DISCIPLINE	**12.E.**	**Know and apply concepts that describe the features and processes of the Earth and its resources.**
DESCRIPTOR / CONTENT DISCIPLINE	**12.E.3c.**	**Evaluate the biodegradability of renewable and nonrenewable natural resources.**
STATE GOAL / DISCIPLINARY CONCEPT	**IL.13.**	**Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.**
LEARNING STANDARD / DISCIPLINE	**13.A.**	**Know and apply the accepted practices of science.**
DESCRIPTOR / CONTENT DISCIPLINE	**13.A.3b.**	**Analyze historical and contemporary cases in which the work of science has been affected by both valid and biased scientific practices.**
STATE GOAL / DISCIPLINARY CONCEPT	**IL.13.**	**Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.**
LEARNING STANDARD / DISCIPLINE	**13.B.**	**Know and apply concepts that describe the interaction between science, technology and society.**
DESCRIPTOR / CONTENT DISCIPLINE	**13.B.3a.**	**Identify and explain ways that scientific knowledge and economics drive technological development.**
DESCRIPTOR / CONTENT DISCIPLINE	**13.B.3e.**	**Identify advantages and disadvantages of natural resource conservation and management programs.**
DESCRIPTOR / CONTENT DISCIPLINE	**13.B.3f.**	**Apply classroom-developed criteria to determine the effects of policies on local science and technology issues (e.g., energy consumption, landfills, water quality).**

Grade **6** - Adopted: **2010**

STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
STANDARD	CC.6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Illinois Learning Standards

Science

Grade **7** - Adopted: **1997**

STATE GOAL / DISCIPLINARY CONCEPT	IL.12.	Concepts and Principles: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.
LEARNING STANDARD / DISCIPLINE	12.E.	Know and apply concepts that describe the features and processes of the Earth and its resources.
DESCRIPTOR / CONTENT DISCIPLINE	12.E.3c.	Evaluate the biodegradability of renewable and nonrenewable natural resources.
STATE GOAL / DISCIPLINARY CONCEPT	IL.13.	Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.
LEARNING STANDARD / DISCIPLINE	13.A.	Know and apply the accepted practices of science.
DESCRIPTOR / CONTENT DISCIPLINE	13.A.3b.	Analyze historical and contemporary cases in which the work of science has been affected by both valid and biased scientific practices.
STATE GOAL / DISCIPLINARY CONCEPT	IL.13.	Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.
LEARNING STANDARD / DISCIPLINE	13.B.	Know and apply concepts that describe the interaction between science, technology and society.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3a.	Identify and explain ways that scientific knowledge and economics drive technological development.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3e.	Identify advantages and disadvantages of natural resource conservation and management programs.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3f.	Apply classroom-developed criteria to determine the effects of policies on local science and technology issues (e.g., energy consumption, landfills, water quality).

Grade **7** - Adopted: **2010**

STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Craft and Structure

DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
STANDARD	CC.6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Illinois Learning Standards

Science

Grade **8** - Adopted: **1997**

STATE GOAL / DISCIPLINARY CONCEPT	IL.12.	Concepts and Principles: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.
LEARNING STANDARD / DISCIPLINE	12.E.	Know and apply concepts that describe the features and processes of the Earth and its resources.
DESCRIPTOR / CONTENT DISCIPLINE	12.E.3c.	Evaluate the biodegradability of renewable and nonrenewable natural resources.
STATE GOAL / DISCIPLINARY CONCEPT	IL.13.	Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.
LEARNING STANDARD / DISCIPLINE	13.A.	Know and apply the accepted practices of science.
DESCRIPTOR / CONTENT DISCIPLINE	13.A.3b.	Analyze historical and contemporary cases in which the work of science has been affected by both valid and biased scientific practices.
STATE GOAL / DISCIPLINARY CONCEPT	IL.13.	Science, Technology, and Society: Understand the relationships among science, technology and society in historical and contemporary contexts.
LEARNING STANDARD / DISCIPLINE	13.B.	Know and apply concepts that describe the interaction between science, technology and society.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3a.	Identify and explain ways that scientific knowledge and economics drive technological development.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3e.	Identify advantages and disadvantages of natural resource conservation and management programs.
DESCRIPTOR / CONTENT DISCIPLINE	13.B.3f.	Apply classroom-developed criteria to determine the effects of policies on local science and technology issues (e.g., energy consumption, landfills, water quality).

Grade **8** - Adopted: **2010**

STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.RST.	Reading Standards for Literacy in Science and Technical Subjects
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.RST.4.	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6-8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
LEARNING		Text Types and Purposes

STANDARD / DISCIPLINE		
DESCRIPTOR / CONTENT DISCIPLINE	CC.6-8.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
STANDARD	CC.6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Next Generation Science Standards (NGSS)

Science

Grade **6** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	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.

Next Generation Science Standards (NGSS)

Science

Grade **7** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	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.

Next Generation Science Standards (NGSS)

Science

Grade **8** - Adopted: **2013**

STRAND	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TITLE	MS-ESS3.	Earth and Human Activity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
PERFORMANCE EXPECTATION	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.