

## **Illinois Media Literacy Crosswalk of Academic Standards**

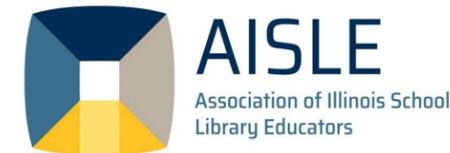
Connecting existing standards with requirements of the media literacy education mandate to assist school districts with implementation

The following document is a collaboration of the members of the Illinois Media literacy Coalition.  
You can find more on our website: [ilmlc.org/resources](http://ilmlc.org/resources)

Additionally, we wanted to recognize the various sponsoring organizations who support our work:



**Illinois  
State Board of  
Education**



“As a former middle school teacher, I understand the feeling when asked to fit “one more thing” into an already busy schedule. However, what I realized is that media literacy lessons can integrate into standards that educators already teach. Therefore, all of us at the Illinois Media Literacy Coalition worked collaboratively to show the overlap of standards from different disciplines under the five topics described in [Public Act 102-0055](#)”.

Laurie Hendrickson and the [Illinois Media Literacy Coalition](#),

November 2022

For reference, here are the links to the Illinois Standards

- [Common Core State Standards](http://www.corestandards.org/ELA-Literacy/) (U.S. ELA Standards - CCSS)
- [Illinois Computer Literacy Standards](https://docs.google.com/spreadsheets/d/1uvL1kTGkjY83FGm-v_-MI7c8IntTHzcOyrjXjn9TMzY/edit#gid=0)
- [Illinois Social Science Standards](https://docs.google.com/document/d/1qu8S3L62jyEuwuA9WBkboX2bwU5ox-07tCyhKzCeFYA/edit?usp=sharing) (9–12)
- [Illinois Social/Emotional Standards](https://drive.google.com/file/d/1YIVbccG2OSHAgdjpGXSJlhEBb6DQ6gFo/view?usp=sharing) (U.S. SEL Standards)
- [Illinois Standards-aligned Instruction for Libraries](https://docs.google.com/document/d/1Ufwh0qN7ZJkRcyzr43jkkKC7h3H8NMc5En_SP75Poww/edit?usp=sharing)
- [Illinois Science Standards](https://www.nextgenscience.org/) (U.S. Next Generation Science Standards) & [National Science Teacher Association\(NSTA STEM Standards\)](#)



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[Public Act 102-0055](#)

HB0234 Enrolled LRB102 10013 CMG 15333 b

AN ACT concerning education.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 5. The School Code is amended by adding Section 27-20.08 as follows: (105 ILCS 5/27-20.08 new)

Sec. 27-20.08. Media literacy.

(a) In this Section, "media literacy" means the **ability to access, analyze, evaluate, create, and communicate using a variety of objective forms**, including, but not limited to, print, visual, audio, interactive, and digital texts.

(b) Beginning with the 2022-2023 school year, every public high school shall include in its curriculum a unit of instruction on media literacy. The unit of instruction shall include, but is not limited to, all of the following topics:

- (1) **Accessing information**: Evaluating multiple media platforms to better understand the general landscape and economics of the platforms, as well as issues regarding the trustworthiness of the source of information.
- (2) **Analyzing and evaluating media messages**: Deconstructing media representations according to the authors, target audience, techniques, agenda setting, stereotypes, and authenticity to distinguish fact from opinion.
- (3) **Creating media**: Conveying a coherent message using multimodal practices to a specific target audience. This may include, but is not limited to, writing blogs, composing songs, designing video games, producing podcasts, making videos, or coding a mobile or software application.
- (4) **Reflecting on media consumption**: Assessing how media affects the consumption of information and how it triggers emotions and behavior.
- (5) **Social responsibility and civics**: Suggesting a plan of action in the class, school, or community to engage others in a respectful, thoughtful, and inclusive dialogue over a specific issue using facts and reason.

(c) The State Board of Education shall determine how to prepare and make available instructional resources and professional learning opportunities for educators that may be used for the development of a unit of instruction under this Section.

Section 99. Effective date. This Act takes effect upon becoming law. **Effective Date:** 7/9/2021



## ILLINOIS MEDIA LITERACY CROSSWALK OF ACADEMIC STANDARDS

### 1. **ACCESSING INFORMATION:**

“Evaluating multiple media platforms to better understand the general landscape and economics of the platforms, as well as issues regarding the trustworthiness of the source of information”.  
(ILLINOIS PUBLIC ACT 102-055)

ELA COMMON CORE STATE STANDARDS (CCSS)	ILLINOIS COMPUTER LITERACY KNOWLEDGE STANDARDS	ILLINOIS SOCIAL SCIENCE	ILLINOIS SOCIAL / EMOTIONAL LEARNING STANDARDS	ILLINOIS LIBRARY LITERACY	ILLINOIS SCIENCE STANDARDS
<p><b>WRITING: W.X.7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>W.X.8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>W.X.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p><b>READING: R.X.1:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.<b>R.X.7:</b> Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p><b>SPEAKING &amp; LISTENING: SL.X.2:</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p><b>Internet Searching &amp; Online Databases</b> Locate the URL of a website and make a distinction between the domains .org, .com, .edu, .net, .gov and international domains.</p> <p>Use more than one search engine to access different results.</p> <p>Investigate unfamiliar online sources by using lateral reading strategies (i.e. opening a new tab and seeing what trusted websites say about the source).</p> <p>Investigate an unfamiliar source or fact by accessing multiple online fact-checking sites.</p> <p>Recognize when a source or website is sponsored and address/suggest why that might make it less reliable</p>	<p><b>SS.9-12.IS.4.</b> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><b>SS.9-12.IS.5.</b> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><b>SS.IS.11.9-12.</b> Use interdisciplinary lenses to identify local, regional or natural, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><b>SS.9-12.G.1.</b> Use maps (created using geospatial and related technologies, if possible), satellite images and photographs to display and explain the spatial patterns of physical, cultural, political, economic and environmental characteristics</p> <p><b>SS.9-12. EC.FL.1.</b> Understand how costs and benefits can be subject to individual circumstances and factors outside of one’s control.</p> <p><b>SS.9-12.Psy.1.</b> Identify scientific methodologies utilized in psychological research</p>	<p><b>SEL.1:</b> Develop self-awareness and self-management skills to achieve school and life success.</p> <p><b>SEL.3:</b> Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p>	<p><b>Access Information Efficiently and Effectively to Inquire, Think critically, and Gain Knowledge:</b></p> <ul style="list-style-type: none"> <li>Recognize the need for information</li> <li>Formulate questions based on information needs</li> <li>Identify various potential sources of information</li> <li>Develop and use successful strategies for locating information</li> <li>Seek information from diverse sources</li> </ul>	<p><b>2. Planning and Carrying Out Investigations:</b> Select appropriate tools to collect, record, analyze, and evaluate data.</p> <p><b>8. Obtaining, Evaluating, and Communicating Information:</b> Critically read scientific literature adapted for classroom use to determine the central ideas or conclusions and/or to obtain scientific and/or technical information to summarize complex evidence, concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>Compare, integrate and evaluate sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a scientific question or solve a problem.</p> <p>Gather, read, and evaluate scientific and/or technical information from multiple authoritative sources, assessing the evidence and usefulness of each source.</p> <p>Evaluate the validity and reliability of and/or synthesize multiple claims, methods, and/or designs that appear in scientific and technical texts or media reports, verifying the data when possible.</p>



## ILLINOIS MEDIA LITERACY CROSSWALK OF ACADEMIC STANDARDS

### 2. ANALYZING AND EVALUATING MEDIA MESSAGES:

“Deconstructing media representations according to the authors, target audience, techniques, agenda setting, stereotypes, and authenticity to distinguish fact from opinion”.  
(ILLINOIS PUBLIC ACT 102-055)

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<p><b>READING:</b> <b>RL/RI.X.7:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words. <b>RI.X.5:</b> Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). <b>RI.X.6:</b> Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><b>WRITING:</b> <b>W.X.2:</b> Write informative / explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p><b>Internet Searching &amp; Online Databases</b> Investigate the credibility of an online source by determining an author’s expertise, the process used to produce the information, and the systems in place to catch and correct errors.</p> <p>Identify who is sharing digital information, why they are sharing it, whether the claims made in the source are backed up by evidence, and whether the evidence is from a reliable source.</p> <p>Evaluate and explain the possible consequences of misinformation and disinformation</p> <p>Distinguish between digital content that doesn’t provide strong evidence in support of the claims they make and those that do.</p> <p><b>Digital Citizenship</b> Identify the difference between an online advertisement and an online news source .</p> <p>Conduct a reverse image search to determine how a digital image has been altered and previous contexts in which a digital image has been used (e.g. the Google Reverse Image tool, TinEye, geolocating, Google Street view)</p> <p>Demonstrate understanding of how algorithms and data tracking impact content a user is likely to see (or not see) in the future.</p>	<p><b>SS.9-12.EC.11.</b> Analyze how advances in technology and investment in capital goods and human capital affect economic growth and standards of living.</p> <p><b>SS.9-12.H.1.</b> Evaluate the context of time and place as well as structural factors that influence historical developments.</p> <p><b>SS.9-12.H.4.</b> Analyze how people and institutions have interacted with environmental, scientific, technological societal challenges.</p> <p><b>SS.9-12.H.5.</b> Analyze the factors and historical context, including overarching movements, that influenced the perspectives of people during different historical eras.</p> <p><b>SS.9-12.H.13.</b> Analyze multiple and complex causes and effects of events in the past.</p> <p><b>SS.9-12.Psy.5.</b> Evaluate the complexities of human thought and behavior, as well as the factors related to the individual differences among people</p> <p><b>SS.9-12.REL.8.</b> Interpret how beliefs, behaviors, and experiences of belonging to various communities affect and are affected by other social, political, and cultural forces.</p>	<p><b>SEL.2A:</b> Recognize the feeling and perspectives of others.</p>	<p><b>Evaluate information critically and competently:</b></p> <ul style="list-style-type: none"> <li>• Determine accuracy, relevance, and comprehensiveness of information</li> <li>• Distinguish among fact, point of view, and opinion</li> <li>• Identify inaccurate and misleading information</li> <li>• Select information appropriate to the problem or question</li> </ul>	<p><b>1. Analyzing and Interpreting Data:</b> Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution.</p> <p>Compare and contrast various types of data sets (e.g., self-generated, archival) to examine consistency of measurements and observations.</p> <p>Evaluate the impact of new data on a working explanation and/or model of a proposed process or system.</p> <p>Analyze data to identify design features or characteristics of the components of a proposed process or system to optimize it relative to criteria for success.</p> <p><b>7. Engaging in Argument from Evidence:</b> Compare and evaluate competing arguments or design solutions in light of currently accepted explanations, new evidence, limitations (e.g., trade-offs), constraints, and ethical issues.</p> <p>Evaluate the claims, evidence, and/or reasoning behind currently accepted explanations or solutions to determine the merits of arguments.</p>



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ILLINOIS MEDIA LITERACY CROSSWALK OF ACADEMIC STANDARDS

**3. CREATING MEDIA:**

“Conveying a coherent message using multimodal practices to a specific target audience. This may include, but is not limited to, writing blogs, composing songs, designing video games, producing podcasts, making videos, or coding a mobile or software application”.

(ILLINOIS PUBLIC ACT 102-055)

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<p><b>WRITING:</b>  <b>W.X.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <b>W.X.5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>SPEAKING AND LISTENING:</b>  <b>SL.X.5:</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p><b>Internet Searching &amp; Online Databases</b>            Use digital tools or platforms to organize, display, annotate and/or share a curated collection.            Use browser search tools and advanced search features to find information (e.g. compound operators, quotation marks around search query, etc.)</p> <p><b>Digital Citizenship</b>            Use digital tools, search engines, and video sites [i.e. YouTube] to determine how to perform an unfamiliar or unknown task</p> <p><b>Multimedia, Software Applications, &amp; Collaboration Tools</b>            Use a digital devices to take pictures and video            Use photo- and video-editing tools to adjust images and add effects.            Use hardware/software to record, edit and publish media.            Create, edit and format text, visuals and audio within a multimedia presentation.            Insert songs, videos, hyperlinks, or other media on a multimedia presentation.            Use basic drawing tools including pencil, paint brush, shape, line, undo, redo and eraser.            Create and maintain a digital portfolio or collection of works related to one’s learning.</p>	<p><b>SS.9-12.IS.1.</b> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one’s immediate cultural environment or lens.</p> <p><b>SS.9-12.IS.9.</b> Develop and prepare communication by identifying stakeholders (or audiences) and evaluate what messages and media are likely to result in stakeholder support or opposition.</p> <p><b>SS.9-12.IS.10.</b> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><b>SS.9-12.IS.13.</b> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><b>SS..9-12.G.3.</b> Use self-collected or pre-existing data sets to generate spatial patterns at multiple scales that can be used to conduct analysis or to take civic action.</p> <p><b>SS.9-12.EC.8.</b> Use data and economic indicators to analyze past and current states of the economy and predict future trends and economic conditions among multiple, diverse communities.</p> <p><b>SS.9-12.Anth.5.</b> Apply anthropological concepts and anthropological knowledge to a variety of everyday,real-world situations.</p>	<p><b>SEL.1C:</b> Demonstrate skills related to achieving personal and academic goals.</p> <p><b>SEL.2C:</b> Use communication and social skills to interact effectively with others.</p> <p><b>SEL.3A:</b> Consider ethical, safety, and societal factors in making decisions.</p>	<p><b>Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society:</b></p> <ul style="list-style-type: none"> <li>Organize information for practical application</li> <li>Integrate new information into own schema</li> <li>Produce and communicate information and ideas in appropriate formats</li> <li>Use problem-solving techniques to devise strategies for improving process or product</li> <li>Practice ethical behavior when using print and digital resources (including freedom of speech, intellectual freedom, copyright, and plagiarism)</li> </ul>	<p><b>2. Developing and Using Models:</b>            Develop, revise, and/or use a model based on evidence to illustrate and/or predict the relationships between systems or between components of a system.            Develop and/or use multiple types of models to provide mechanistic accounts and/or predict phenomena, and move flexibly between model types based on merits and limitations.</p> <p><b>5. Using Mathematics and Computational Thinking:</b>            Use mathematical, computational, and/or algorithmic representations of phenomena or design solutions to describe and/or support claims and/or explanations.</p> <p><b>7. Engaging in Argument from Evidence:</b>            Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.</p> <p><b>8. Obtaining, Evaluating, and Communicating Information:</b>            Communicate scientific and/or technical information or ideas (e.g. about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically).</p>



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ILLINOIS MEDIA LITERACY CROSSWALK OF ACADEMIC STANDARDS

4. **REFLECTING ON MEDIA CONSUMPTION:**

“Assessing how media affects the consumption of information and how it triggers emotions and behavior”.  
(ILLINOIS PUBLIC ACT 102-055)

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<p><b>SPEAKING &amp; LISTENING:</b> <b>SL.X.1:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>READING:</b> <b>RI.X.8:</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p><b>Internet Searching &amp; Online Databases</b> Exercise click restraint (scan results before clicking on first or early search results)</p> <p>Use appropriate guidelines to evaluate websites and other digital resources for accuracy and perspective /point-of-view</p> <p>Recognize when a source or website is sponsored and address/suggest why that might make it less reliable</p> <p><b>Digital Citizenship</b> Identify and respond appropriately to cyberbullying</p> <p>Distinguish between safe and unsafe practices when using the Internet</p> <p>Demonstrate understanding of the impact of computing innovations on society, economy, and culture</p> <p>Distinguish between digital content that doesn’t provide strong evidence in support of the claims they make and those that do.</p>	<p><b>SS. 9-12.G.14.</b> Explain how a person’s identity (e.g., race, ethnicity, gender, sexuality, spirituality/religion, ability status, socioeconomic group) shapes and is shaped by worldview.</p> <p><b>SS.9-12.H.10.</b> Identify and analyze ways in which marginalized communities are represented in historical sources and seek out sources created by historically oppressed peoples.</p> <p><b>SS.9-12.Anth.4.</b> Evaluate one’s own cultural assumptions using anthropological concepts.</p> <p><b>SS.9-12.Psy.6.</b> Identify and apply psychological thinking to personal and societal experiences and issues.</p> <p><b>SS.9-12.REL.6.</b> Identify how internal diversity is evident in beliefs, behaviors, and experiences of belonging to various communities.</p>	<p><b>SEL.1A:</b> Identify and manage one’s emotions and behaviors.</p> <p><b>SEL.1B:</b> Recognize personal qualities and external supports.</p>	<p><b>Appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth:</b></p> <ul style="list-style-type: none"> <li>• Cultivate a love of reading and become a self-motivated reader</li> <li>• Develop a knowledge of genres and literary elements</li> <li>• Derive meaning from informational texts in various formats</li> </ul>	<p><b>2. Developing and Using Models:</b> Evaluate merits and limitations of two different models of the same proposed tool, process, mechanism, or system in order to select or revise a model that best fits the evidence or design criteria.</p> <p><b>4. Analyzing and Interpreting Data:</b> Apply concepts of statistics and probability to scientific and engineering questions and problems, using digital tools when feasible.</p> <p>Consider limitations of data analysis (e.g., measurement error, sample selection) when analyzing and interpreting data.</p> <p><b>5. Using Mathematics and Computational Thinking:</b> Use simple limit cases to test mathematical expressions, computer programs, algorithms, or simulations of a process or system to see if a model “makes sense” by comparing the outcomes with what is known about the real world.</p> <p><b>6. Constructing Explanations and Designing Solutions:</b> Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students’ own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.</p>



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### 5. SOCIAL RESPONSIBILITY & CIVIS:

“Suggesting a plan of action in the class, school, or community to engage others in a respectful, thoughtful, and inclusive dialogue over a specific issue using facts and reason”.  
(ILLINOIS PUBLIC ACT 102-055)

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<p><b>WRITING:</b> <b>W.X.6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>SPEAKING &amp; LISTENING:</b> <b>SL.X.1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades appropriate topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p><b>Internet Searching &amp; Online Databases</b> Use appropriate guidelines to evaluate websites and other digital resources for accuracy and perspective /point-of-view</p> <p>Identify who is sharing digital information, why they are sharing it, whether the claims made in the source are backed up by evidence, and whether the evidence is from a reliable source.</p> <p><b>Digital Citizenship</b> Demonstrate an understanding of what a digital footprint is and how to use it for good</p> <p><b>Multimedia, Software Applications, &amp; Collaboration Tools</b> Use email, messaging and other tools to share information and communicate ideas with others.</p> <p>Set up, share and utilize collaborative workspaces, documents or other digital tools for asynchronous and synchronous collaboration.</p> <p>Use synchronous collaboration tools such as video conferencing, interactive television and voice over IP to connect with others.</p> <p>Use digital tools to engage in opportunities to participate with global peers and learners from a variety of backgrounds and cultures</p> <p>Demonstrates use of appropriate, culturally-informed, verbal/non-verbal behaviors, language, and strategies to communicate effectively</p>	<p><b>SS.9-12.IS.14.</b> Take measurable action to effect changes that bring about equity, inclusion, and the community and civic good).</p> <p><b>SS.9-12.CV.1.</b> Distinguish between the rights, roles, powers and responsibilities of individuals and institutions in the political system and analyze the marginalization of multiple groups and perspectives in the political system.</p> <p><b>SS.9-12.CV.5</b> Analyze civic dispositions, democratic principles, constitutional rights and human rights and their impact on personal interests and multiple perspectives.</p> <p><b>SS.9-12.CV.6.</b> Identify and explain how political parties, the media and public interest groups both influence and reflect social and political interests.</p> <p><b>SS.H.7.</b> Identify and analyze the role of individuals, groups and institutions in people’s struggle for safety, freedom, equality and justice.</p> <p><b>SS.9-12.H.11.</b> Analyze historical sources from multiple vantage points and perspectives to identify and explain dominant narratives and counter narratives of historical events.</p> <p><b>SS.9-12.Psy.7.</b> Apply psychological knowledge to their daily lives.</p>	<p><b>SEL.2D:</b> Demonstrate an ability to prevent, manage, and resolve interpersonal conflict in constructive ways.</p> <p><b>SEL.3B:</b> Apply decision-making skills to deal responsibility with daily academic and social situations.</p> <p><b>SEL.3C:</b> Contribute to well-being of one’s school and community.</p>	<p><b>Understand and practice Internet safety when using any electronic media for educational, social, or recreational purposes:</b></p> <ul style="list-style-type: none"> <li>Practice strategies that promote personal safety and protect online and offline reputation</li> <li>Recognize that networked environments are public places governed by codes of ethical behavior</li> <li>Practice positive digital citizenship</li> <li>Distinguish website authority, validity, and purpose</li> <li>Understand the need for protecting personal privacy when using public access to digital sources</li> <li>Protect personal information and electronic devices in an online environment</li> </ul>	<p><b>1. Asking Questions and Defining Problems:</b> Ask and/or evaluate questions that challenge the premise(s) of an argument, the interpretation of a data set, or the suitability of the design.</p> <p>Define a design problem that involves the development of a process or system with interacting components and criteria and constraints that may include social, technical and/or environmental considerations.</p> <p><b>6. Constructing Explanations and Designing Solutions:</b> Design, evaluate, and/or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.</p> <p><b>7. Engaging in Argument from Evidence:</b> Respectfully provide and/or receive critiques on scientific arguments by probing reasoning and evidence and challenging ideas and conclusions, responding thoughtfully to diverse perspectives, and determining what additional information is required to resolve contradictions.</p>



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