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HIGH SCHOOL  
PHYSICAL  
DEVELOPMENT/  
HEALTH

# Illinois Learning Standards

CONDENSED LIST OF STANDARDS

PHYSICAL DEVELOPMENT/HEALTH

LITERACY

SOCIAL/EMOTIONAL LEARNING

Compiled by ISBE Content Specialists

**PHYSICAL DEVELOPMENT AND HEALTH – 9<sup>th</sup> – 10<sup>th</sup> GRADE****ACQUIRE MOVEMENT AND MOTOR SKILLS AND UNDERSTAND CONCEPTS NECESSARY TO ENGAGE IN MODERATE TO VIGOROUS PHYSICAL ACTIVITY.***Demonstrate Physical Competency In A Variety Of Motor Skills And Movement Patterns.*

19.A.4a Perform skills efficiently in a variety of leisure activities, sports, creative movement, and work-related activities.

19.A.4b Participate daily in moderate to vigorous physical activity while performing movement patterns in a variety of activities.

*Analyze Various Movement Concepts And Applications.*

19.B.4a Analyze various movement patterns for efficiency and effectiveness.

19.B.4b Analyze multiple movement patterns with additional combination movement patterns and their effects on the brain.

*Demonstrate Knowledge Of Rules, Safety And Strategies During Physical Activity.*

19.C.4a Develop rules and safety procedures for physical activities.

19.C.4b Select and apply offensive, defensive, and cooperative strategies in selected activities, games, and sports.

**ACHIEVE AND MAINTAIN A HEALTH-ENHANCING LEVEL OF PHYSICAL FITNESS BASED UPON CONTINUAL SELF-ASSESSMENT.***Know And Apply The Principles And Components Of Health-Related And Skill-Related Fitness As Applied To Learning And Performance Of Physical Activities.*

20.A.4a Interpret the effects of exercise/physical activity on the level of health-related and skill-related fitness.

20.A.4b Participate in various types of fitness training programs (e.g., circuit, cross and interval training) and know the implications of and the benefits from participation in those programs.

*Assess Individual Fitness Levels.*

20.B.4a Record and interpret health-related physiological data (e.g., blood pressure, body mass index, oxygen exchange), with and without the use of technology.

20.B.4b Prepare an individual health-related fitness profile and evaluate fitness level on each component.

20.B.4c Understand and explain the importance of fitness as it relates to academic performance.

*Set Goals Based On Fitness Data And Develop, Implement, And Monitor An Individual Fitness Improvement Plan.*

20.C.4a Set realistic, short-term, health-related fitness goals based on individual profiles.

20.C.4b Analyze personal fitness data and academic performance and describe the correlation between the two.

20.C.4c Evaluate physical fitness services, products, and advertising.

20.C.4d Design and implement a personal fitness program.

**DEVELOP SKILLS NECESSARY TO BECOME A SUCCESSFUL MEMBER OF A TEAM BY WORKING WITH OTHERS DURING PHYSICAL ACTIVITY.***Demonstrate Personal Responsibility During Group Physical Activities.*

21.A.4a Demonstrate decision-making skills both independently and with others during physical activities.

21.A.4b Apply identified procedures and safe practices to all group physical activity settings.

21.A.4c Complete a given task on time.

*Demonstrate Cooperative Skills During Structured Group Physical Activity.*

21.B.4a Work cooperatively with others to achieve group goals in competitive and non-competitive situations (e.g., challenge course, orienteering).

**UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.***Explain The Basic Principles Of Health Promotion, Illness Prevention And Safety Including How To Access Valid Information, Products, And Services.*

22.A.4a Compare and contrast communicable, chronic, and degenerative illnesses (e.g., influenza, cancer, arthritis).

22.A.4b Analyze possible outcomes of effective health promotion and illness prevention (e.g., reduction in stress, improved fitness, lessened likelihood of injury and illness).

22.A.4c Demonstrate basic procedures in injury prevention and emergency care that can be used in the home, workplace, and community (e.g., first aid, CPR).

22.A.4d Research and report about a career in health promotion, health care and injury prevention.

*Describe And Explain The Factors That Influence Health Among Individuals, Groups, And Communities.*

22.B.4a Explain social and economic effects of health problems on individuals and society (e.g., cost of health care, reduction in productivity).

*Explain How The Environment Can Affect Health.*

22.C.4a Analyze how environmental conditions can affect health on a large scale (e.g., acid rain, oil spills, solid waste contamination, nuclear leaks, ozone depletion).

*Describe How To Advocate For The Health Of Individuals, Families And Communities.*

22.D.4a Identify health resources to help influence others in making healthy choices.

**UNDERSTAND HUMAN BODY SYSTEMS AND FACTORS THAT INFLUENCE GROWTH AND DEVELOPMENT.***Describe And Explain The Structure And Functions Of The Human Body Systems And How They Interrelate.*

23.A.4a Explain how body system functions can be maintained and improved (e.g., exercise/fitness, nutrition, safety).

*Explain The Effects Of Health-Related Actions On The Body Systems.*

23.B.4a Explain immediate and long-term effects of health habits on the body systems (e.g., diet/heart disease, exercise/fat reduction, stress management/emotional health).

*Describe Factors That Affect Growth And Development.*

23.C.4a Describe changes in physical health and body functions at various stages of the life cycle.

*Describe And Explain The Structures And Functions Of The Brain And How They Are Impacted By Different Types Of Physical Activity And Levels Of Fitness.*

23.D.4a Explain how brain functions can be maintained and improved through activity.

**PROMOTE AND ENHANCE HEALTH AND WELL-BEING THROUGH THE USE OF EFFECTIVE COMMUNICATION AND DECISION-MAKING SKILLS.**

*Demonstrate Procedures For Communicating In Positive Ways, Resolving Differences And Preventing Conflict.*

24.A.4a Describe the effects (e.g., economic losses, threats to personal safety) of conflict and violence upon the health of individuals, families, and communities.

24.A.4b Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation).

*Apply Decision-Making Skills Related To The Protection And Promotion Of Individual, Family, And Community Health.*

24.B.4a Explain how decision making affects the achievement of individual health goals.

*Demonstrate Skills Essential To Enhancing Health And Avoiding Dangerous Situations.*

24.C.4a Formulate a plan to achieve individual health goals.

**PHYSICAL DEVELOPMENT AND HEALTH –11<sup>th</sup> – 12<sup>th</sup> GRADE**

**ACQUIRE MOVEMENT AND MOTOR SKILLS AND UNDERSTAND CONCEPTS NECESSARY TO ENGAGE IN MODERATE TO VIGOROUS PHYSICAL ACTIVITY.**

*Demonstrate Physical Competency In A Variety Of Motor Skills And Movement Patterns.*

19.A.5a Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement, and work-related activities.

19.A.5b Participate daily in moderate to vigorous physical activity while performing movement patterns in a variety of activities.

*Analyze Various Movement Concepts And Applications.*

19.B.5a Apply the principles of efficient movement to evaluate personal performance.

19.B.5b Develop and implement a variety of movement concepts to enhance brain function.

*Demonstrate Knowledge Of Rules, Safety And Strategies During Physical Activity.*

19.C.5a Select components (e.g., equipment, boundaries, number of players, rules) which promote participation in novel or original physical activities.

19.C.5b Analyze and apply complex offensive, defensive, and cooperative strategies for selected games and sports.

**ACHIEVE AND MAINTAIN A HEALTH-ENHANCING LEVEL OF PHYSICAL FITNESS BASED UPON CONTINUAL SELF-ASSESSMENT.**

*Know And Apply The Principles And Components Of Health-Related And Skill-Related Fitness As Applied To Learning And Performance Of Physical Activities.*

20.A.5a Implement an individualized health-related fitness plan which includes the principles of training.

20.A.5b Develop and implement various types of fitness training programs (e.g., circuit, cross and interval training) and describe the characteristics, implications and benefits of each.

*Assess Individual Fitness Levels.*

20.B.5a Collect and interpret health-related fitness data over a period of time, with and without the use of technology.

20.B.5b Evaluate the effects of fitness choices and heredity on wellness.

20.B.5c Analyze and explain the correlation between level of fitness and academic achievement.

*Set Goals Based On Fitness Data And Develop, Implement, And Monitor An Individual Fitness Improvement Plan.*

20.C.5a Set realistic, short-term, health-related fitness goals based on individual profiles.

20.C.5b Understand how aging, illness, and injury affect physical activity.

20.C.5c Use profile data to monitor an individual wellness/fitness plan.

**DEVELOP SKILLS NECESSARY TO BECOME A SUCCESSFUL MEMBER OF A TEAM BY WORKING WITH OTHERS DURING PHYSICAL ACTIVITY.**

*Demonstrate Personal Responsibility During Group Physical Activities.*

21.A.5a Demonstrate individual responsibility through use of various team-building strategies in physical activity settings (e.g., etiquette, fair play, self-officiating, coaching, organizing a group activity).

*Demonstrate Cooperative Skills During Structured Group Physical Activity.*

21.B.5a Demonstrate when to lead and when to be supportive to accomplish group goals.

**UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.**

*Explain The Basic Principles Of Health Promotion, Illness Prevention And Safety Including How To Access Valid Information, Products, And Services.*

22.A.5a Explain strategies for managing contagious, chronic, and degenerative illnesses (e.g., various treatment and support systems).

22.A.5b Evaluate the effectiveness of health promotion and illness prevention methods using data from actual situations (e.g., impact of worksite health promotion programs).

22.A.5c Explain how health and safety problems have been altered by technology, media and medicine (e.g., product testing; control of polio; advanced surgical techniques; improved treatments for cancer, diabetes, and heart disease; worksite safety management).

*Describe And Explain The Factors That Influence Health Among Individuals, Groups, And Communities.*

22.B.5a Analyze how public health policies, laws, and the media function to prevent and control illness (e.g., product and food labeling, food safety and handling, school immunizations).

*Explain How The Environment Can Affect Health.*

22.C.5a Compare and contrast how individuals, communities, and states prevent and correct health-threatening environmental problems (e.g., recycling, banning leaf burning, restaurant inspections, OSHA standards in the workplace).

*Describe How To Advocate For The Health Of Individuals, Families And Communities.*

22.D.5a Explain how individuals can improve or help sustain school or community health initiatives and/or services.

**UNDERSTAND HUMAN BODY SYSTEMS AND FACTORS THAT INFLUENCE GROWTH AND DEVELOPMENT.**

*Describe And Explain The Structure And Functions Of The Human Body Systems And How They Interrelate.*

23.A.5a Explain how the systems of the body are affected by exercise and the impact that exercise has on learning.

*Explain The Effects Of Health-Related Actions On The Body Systems.*

23.B.5a Understand the effects of healthy living on individuals and their future generations (e.g., not using alcohol, tobacco, and other drugs during pregnancy).

*Describe Factors That Affect Growth And Development.*

23.C.5a Explain how the aging process affects body systems (e.g., vision, hearing, immune system).

*Describe And Explain The Structures And Functions Of The Brain And How They Are Impacted By Different Types Of Physical Activity And Levels Of Fitness.*

23.D.5a Analyze and communicate information regarding physical activity and fitness levels and their effects on how the brain functions.

**PROMOTE AND ENHANCE HEALTH AND WELL-BEING THROUGH THE USE OF EFFECTIVE COMMUNICATION AND DECISION-MAKING SKILLS.**

*Demonstrate Procedures For Communicating In Positive Ways, Resolving Differences And Preventing Conflict.*

24.A.5a Compare and contrast strategies to prevent conflict and resolve differences.

*Apply Decision-Making Skills Related To The Protection And Promotion Of Individual, Family, And Community Health.*

24.B.5a Explain immediate and long-term impacts of health decisions to the individual, family and community.

*Demonstrate Skills Essential To Enhancing Health And Avoiding Dangerous Situations.*

24.C.5a Evaluate progress toward the attainment of a health goal.

Because students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, the standards promote the literacy skills and concepts required for college and career readiness in multiple disciplines. It is important to note that the grade 6–12 literacy standards in history/social studies, science, and technical subjects are meant to supplement content standards in those areas, not replace them. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments. Physical Development and Health teachers are encouraged to collaborate with their ELA counterparts to establish standards coverage over the course of the year.

## LITERACY High School

### COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING

#### *Key Ideas and Details*

- CCR.R.1 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.
- CCR.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### *Craft and Structure*

- CCR.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCR.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- CCR.R.6 Assess how point of view or purpose shapes the content and style of a text.

#### *Integration of Knowledge and Ideas*

- CCR.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- CCR.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCR.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### *Range of Reading and Level of Text Complexity*

- CCR.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

### COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE

#### *Conventions of Standard English*

- CCR.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### *Knowledge of Language*

- CCR.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### *Vocabulary Acquisition and Use*

- CCR.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- CCR.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCR.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING

#### *Text Types and Purposes*

- CCR.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCR.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCR.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### *Production and Distribution of Writing*

- CCR.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.



*Research to Build and Present Knowledge*

- CCR.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCR.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- CCR.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

*Range of Writing*

- CCR.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING**

*Comprehension and Collaboration*

- CCR.SL.1 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.
- CCR.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCR.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

*Presentation of Knowledge and Ideas*

- CCR.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- CCR.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- CCR.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**SOCIAL / EMOTIONAL LEARNING – 9<sup>th</sup> – 10<sup>th</sup> GRADE**

**DEVELOP SELF-AWARENESS AND SELF-MANAGEMENT SKILLS TO ACHIEVE SCHOOL AND LIFE SUCCESS.**

*Identify And Manage One's Emotions And Behavior.*

- 1A.4a Analyze how thoughts and emotions affect decision making and responsible behavior.
- 1A.4b Generate ways to develop more positive attitudes.

*Recognize personal qualities and external supports.*

- 1B.4a Set priorities in building on strengths and identifying areas for improvement.
- 1B.4b Analyze how positive adult role models and support systems contribute to school and life success.

*Demonstrate skills related to achieving personal and academic goals.*

- 1C.4a Identify strategies to make use of resources and overcome obstacles to achieve goals.
- 1C.4b Apply strategies to overcome obstacles to goal achievement.

**USE SOCIAL-AWARENESS AND INTERPERSONAL SKILLS TO ESTABLISH AND MAINTAIN POSITIVE RELATIONSHIPS.**

*Recognize The Feelings And Perspectives Of Others.*

- 2A.4a Analyze similarities and differences between one's own and others' perspectives.
- 2A.4b Use conversation skills to understand others' feelings and perspectives.

*Recognize Individual And Group Similarities And Differences.*

- 2B.4a Analyze the origins and negative effects of stereotyping and prejudice.
- 2B.4b Demonstrate respect for individuals from different social and cultural groups.

*Use Communication And Social Skills To Interact Effectively With Others.*

- 2C.4a Evaluate the effects of requesting support from and providing support to others.
- 2C.4b Evaluate one's contribution in groups as a member and leader.

*Demonstrate An Ability To Prevent, Manage, And Resolve Interpersonal Conflicts In Constructive Ways.*

- 2D.4a Analyze how listening and talking accurately help in resolving conflicts.
- 2D.4b Analyze how conflict-resolution skills contribute to work within a group.

**DEMONSTRATE DECISION-MAKING SKILLS AND RESPONSIBLE BEHAVIORS IN PERSONAL, SCHOOL, AND COMMUNITY CONTEXTS.**

*Consider Ethical, Safety, And Societal Factors In Making Decisions.*

- 3A.4a Demonstrate personal responsibility in making ethical decisions.
- 3A.4b Evaluate how social norms and the expectations of authority influence personal decisions and actions.

*Apply Decision-Making Skills To Deal Responsibly With Daily Academic And Social Situations.*

- 3B.4a Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.
- 3B.4b Apply decision-making skills to establish responsible social and work relationships.

*Contribute To The Well-Being Of One's School And Community.*

- 3C.4a Plan, implement, and evaluate one's participation in activities and organizations that improve school climate.
- 3C.4b Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.

The chart below outlines the minimum state-required courses for students graduating in the year shown. \*

ILLINOIS STATE GRADUATION REQUIREMENTS						
Graduation Date	Mathematics	Writing**	Language Arts	Science	Social Science	Electives
<i>2016 and beyond</i> (i.e., students entering as ninth-graders starting in school year 2012-2013)	Of 3 years, 1 year must be Algebra I and 1 year must be a course that includes geometry content.	2 years; 1 year must be an English course and 1 year may be provided as a part of any course offered.	4 years; no content specified.	2 years; no content specified.	2 years; must include 1 year of U.S. history or combination of U.S. history and American government and 1 semester of civics.	1 year; includes art, music, foreign language, or vocational education.
Total***	3 years	2 years	4 years	2 years	2 years	1 years

\*This date assumes a student will graduate in four years.

\*\*The legislative intent of this requirement is not to increase the number of units needed for graduation but rather to have schools incorporate content to meet the two-year writing-intensive requirement into other courses required for graduation, where appropriate.

\*\*\*This represents the number of units of credit required at full implementation for the graduating class of 2012 and beyond (12 units, assuming a unit is equivalent to a year-long course). Additionally, daily physical education, while not a state graduation requirement, is a required course for all students in each of four years of high school (see 105 ILCS 5/27-6). The law and agency rules also require that students during high school take a minimum of 18 weeks (one semester) of health education (see 105 ILCS 110, 105 ILCS 5/27-5 and 23 Ill. Adm. Code 1.440(a)(9)) and one quarter (nine weeks) of consumer education (see 105 ILCS 5/27-12.1 and 23 Ill. Adm. Code 1.440(a)(11)), bringing the total number of state-required courses to 16.75 units.

RESOURCES TO SUPPORT THE STANDARDS	COMPLETE ILLINOIS LEARNING STANDARDS
Illinois Classrooms in Action <a href="http://www.ilclassroomsinaction.org">www.ilclassroomsinaction.org</a>	English Language Arts <a href="http://www.isbe.net/common_core/pls/level1/pdf/ela-standards.pdf">http://www.isbe.net/common_core/pls/level1/pdf/ela-standards.pdf</a>
Illinois Teach & Talk Math <a href="http://www.ilteachandtalk.org">www.ilteachandtalk.org</a>	Fine Arts ***Public review DRAFT*** <a href="http://illinoisartslearning.org/#report-and-standards">http://illinoisartslearning.org/#report-and-standards</a>
Illinois Writing Matters <a href="http://www.ilwritingmatters.org">www.ilwritingmatters.org</a>	Mathematics <a href="http://www.isbe.net/common_core/pls/level1/pdf/math-standards.pdf">http://www.isbe.net/common_core/pls/level1/pdf/math-standards.pdf</a>
Illinois Stats Math <a href="http://www.ilstats.weebly.com">www.ilstats.weebly.com</a>	Science <a href="http://www.nextgenscience.org/">http://www.nextgenscience.org/</a>
Illinois Standards-Based Reporting Website <a href="http://www.isbestandardsbasedreporting.com/">http://www.isbestandardsbasedreporting.com/</a>	Physical Development/ Health <a href="http://www.isbe.net/ils/pdh/standards.htm">http://www.isbe.net/ils/pdh/standards.htm</a>
Achieve the Core <a href="http://www.achievethecore.org">www.achievethecore.org</a>	Social and Emotional Learning <a href="http://www.isbe.net/ils/social_emotional/standards.htm">http://www.isbe.net/ils/social_emotional/standards.htm</a>
Illustrative Mathematics <a href="https://www.illustrativemathematics.org/">https://www.illustrativemathematics.org/</a>	Social Science <a href="http://www.isbe.net/ils/social_science/pdf/ss-stds-eff012716.pdf">http://www.isbe.net/ils/social_science/pdf/ss-stds-eff012716.pdf</a>
	<b>PARCC Resources</b>
EdReports <a href="http://www.edreports.org/">http://www.edreports.org/</a>	PARCC Tests – ELA, Math, Systems... <a href="http://parcc.pearson.com/">http://parcc.pearson.com/</a>
Tools for the Common Core Standards <a href="http://commoncoretools.me/">http://commoncoretools.me/</a>	Partnership Resource Center including Formative Tasks and Released Items and Student Annotations (and other resources) <a href="https://prc.parcconline.org/">https://prc.parcconline.org/</a>
Library of Congress <a href="http://www.loc.gov/teachers/">http://www.loc.gov/teachers/</a>	ISBE PARCC Place <a href="http://www.isbe.net/parcc-place/">http://www.isbe.net/parcc-place/</a>
Ohio Resource Center <a href="http://www.ohiorc.org/">http://www.ohiorc.org/</a>	Main page and links to evidence statement tables (and other resources) <a href="http://parcconline.org/">http://parcconline.org/</a>
NewsELA <a href="http://www.newsela.org">www.newsela.org</a> (Lower ranges of Lexile available after signing up at the bottom of website.)	
National Council for the Social Studies <a href="http://www.socialstudies.org/">http://www.socialstudies.org/</a>	