

Unknown Standards Alignments

	Day 1	Day 2	Day 3	Day 4	Day 5 & 6
Next Generation Science Standards (NGSS)					
Life Sciences					
Structure and Function 6-12: Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem. (cross cutting concept)	♦	♦	♦		
HS-LS4-6.LS4.D: Biodiversity and Humans – Humans depend on the living world for the resources and other benefits provided by biodiversity.	♦	♦			
MS-LS1-2.LS1.A.1 Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell.	♦	♦			
HS-LS1-2.LS1.A.1 Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level.	♦	♦			

	Day 1	Day 2	Day 3	Day 4	Day 5 & 6	Extension Activity
College, Career, and Civic Life (C3) Framework for Social Studies State Standards						

History						
Change, Continuity, and Context						
D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.		♦	♦	♦	♦	
Perspectives						
D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.		♦	♦	♦		♦
D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.		♦	♦	♦		♦
Causation and Argumentation						
D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.		♦	♦	♦		
D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.		♦	♦	♦		
Evaluating Sources Using Evidence						
Developing Claims and Using Evidence						
D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.			♦	♦		♦

	Day 1	Day 2	Day 3	Day 4	Day 5 & 6	Extension Activity
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Common Core English Language Arts Standards

Literacy in Science and Technical Subjects

Craft and Structure

CCSS.ELA-LITERACY.RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	♦	♦	♦	♦	♦	
CCSS.ELA-LITERACY.RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	♦	♦	♦	♦	♦	
CCSS.ELA-LITERACY.RST.6-8.5 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.	♦	♦	♦	♦	♦	
CCSS.ELA-LITERACY.RST.6-8.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	♦	♦	♦	♦	♦	

Literacy in History/Social Studies

Integration of Knowledge and Ideas

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question						♦
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or solve a problem.						
Speaking and Listening						
Comprehension and Collaboration						
CCSS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	♦	♦	♦	♦	♦	♦
College and Career Readiness						
Craft and Structure						
CCSS.ELA-LITERACY.RST.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.						♦
CCSS.ELA-LITERACY.RST.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.						♦

ISTE Standards for Students	
ISTE Standard	Alignment Description
Knowledge Constructor	

3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.	Students integrate information from multiple sources to construct knowledge that will help them produce arguments and respond creatively to a complex topic.
3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.	Articles, videos and other forms of information are presented to students which help them build background and make sense of the complex issues of informed consent and the harvesting of human cells for research.
3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	Issues surrounding informed consent as it applies to healthcare framed by the story of Henrietta Lacks allows students to examine both historical and contemporary issues from multiple lenses.
Creative Communicator	
6a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.	Students choose the medium of artistic expression and communication for the self-portrait.
6b. Students create original works or responsibly repurpose or remix digital resources into new creations.	Students apply knowledge gained over the course of the initiative to create sketchnotes of their learning and a self-portrait.
6d. Students publish or present content that customizes the message and medium for their intended audiences.	Original work is entered into a BreakFree contest.
Global Collaborator	
7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.	Students are provided with opportunities to work collaboratively throughout the initiative.