

I SAIL

Illinois Standards Aligned Instruction for Libraries

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Purpose:

To empower, educate, and encourage school library media specialists to utilize this tool to teach information literacy skills to their students; thereby preparing the students for college and an information fluent society.

Vision:

It is the vision of the ISLMA Standards Committee that this curriculum would also be used to aid in demonstrating the cross-curricular value of school libraries. If used properly, this curriculum along with collaboration of other classroom teachers will provide the data many administrators use for decision-making.

History:

Annually, the Alliance Library System consulting staff conducts site visits at each of the member libraries. In 2007 one trend noticed by the staff was the need for an information literacy or library skills curriculum aligned with the Illinois Learning Standards and the new American Association for School Librarians (AASL) standards. In January 2008 a focus group researched sample curricula and drafted the format of the final tool. In August 2008 the Alliance Library System staff, with the help of member librarians, published the first version in CD format and as a wiki online. In October 2008 the curriculum was presented to the Illinois School Library Media Association (ISLMA) for adoption as a statewide model.

I-SAIL Standards

Standard 1: Accesses information efficiently and effectively to inquire, think critically, and gain knowledge

- Recognizes the need for information
- Formulates questions based on information needs
- Identifies a variety of potential sources of information
- Develops and uses successful strategies for locating information
- Seeks information from diverse sources, contexts, disciplines and cultures

Standard 3: Uses information accurately, creatively, and ethically to share knowledge and participate ethically and productively as members of our democratic society

- Organizes information for practical application
- Integrates new information into one's own knowledge
- Produces and communicates information and ideas in appropriate formats
- Devises strategies for revising and improving process and product
- Practices ethical behavior in regard to information and information technology (including freedom of speech, censorship, copyright and plagiarism)

Standard 5: Understands and practices Internet safety when using any social electronic media for educational or leisure purposes.

- Practices strategies that promote personal safety and protect online and offline reputation

- Recognizes a variety of networked environments as public places that are governed by codes of behavior
- Knows how to protect electronic devices from harm in an online environment

Standard 2: Evaluates information critically and competently to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge

- Determines accuracy, relevance, and comprehensiveness
- Distinguishes among fact, point of view, and opinion
- Identifies inaccurate and misleading information
- Selects information appropriate to the problem or question at hand

Standard 4: Appreciates literature and other creative expressions of information and pursues information related to personal interests and aesthetic growth

- Is a competent and self-motivated reader
- Develops a background in types of literature and literary elements
- Derives meaning from information presented creatively in a variety of formats
- Seeks information related to personal well-being, such as career interests, community involvement, health matters, and recreational pursuits
- Designs, develops and evaluates information products and solutions related to personal interests

I SAIL

Standards for Grades K-2

Grades K-2:

Standard 1: Accesses information efficiently and effectively to inquire, think critically, and gain knowledge.

- Recognizes the need for information
- Formulates questions based on information needs
- Identifies a variety of potential sources of information
- Develops and uses successful strategies for locating information
- Seeks information from diverse sources, contexts, disciplines and cultures

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER
<p>A. Understands basic organizational pattern of library</p> <p>B. Locates parts of a book</p>	<ol style="list-style-type: none"> 1. Defines difference between fiction and nonfiction 2. Recognizes call number and begins to understand grouping of materials by call number 3. Asks a question about finding a book 4. Identifies author, title, title page, illustrator, cover, spine 	<p>English</p> <p>1.B.1b Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms.</p> <p>1.C.1c Make comparisons across reading selections</p> <p>1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters)</p> <p>2.A.1b Classify literary works as fiction or nonfiction.</p> <p>Math</p> <p>6.A.1a Identify whole numbers and compare them using the symbols <, >, or = and the words “less than”, “greater than”, or “equal to”, applying counting, grouping and place value concepts</p> <p>9.B.1a Identify and describe characteristics, similarities and differences of geometric shapes</p> <p>9.B.1b Sort, classify and compare familiar shapes</p> <p>10.B.1a Formulate questions of interest and design surveys or experiments to gather data</p>	<p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.3 Develop and refine a range of questions to frame the search for new understanding.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p> <p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</p> <p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.</p> <p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>1.4.4 Seek appropriate help when it is needed.</p>

Science

11.A.1a Describe an observed event

11.A.1b Develop questions on scientific topics

11.A.1c Collect data for investigations using
measuring instruments and technologies

13.A.1c Explain how knowledge can be gained
by careful observation

Social Sciences

16.A.1b Ask historical questions and seek out
answers from historical sources (e.g.,
myths, biographies, stories, old
photographs, artwork, other visual or
electronic sources)

17.A.1b Identify the characteristics and pur-
poses of geographic representations
including maps, globes, graphs,
photographs, software, digital images and
be able to locate specific places using each

Grades K-2:

Standard 2: Evaluates information critically and competently to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge

- Determines accuracy, relevance, and comprehensiveness
- Distinguishes among fact, point of view, and opinion
- Identifies inaccurate and misleading information
- Selects information appropriate to the problem or question at hand

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER
<p>A. Differentiates between fact and fiction</p> <p>B. Identifies appropriate sources of information</p> <p>C. Finds facts to answers in more than one source.</p>	<ol style="list-style-type: none"> 1. Uses headings, subheadings, table of contents, index 2. Identifies the appropriate use of reference materials, e.g. print and/or non-print encyclopedia, atlas, non-fiction book, website, etc... 3. Identifies the names of sources used. 4. Organizes information into different forms 5. Draw a conclusion about the main idea 6. Create individual or collaborative projects to share with others 	<p>English</p> <p>5.A.1a Identify questions and gather information</p> <p>5.A.1b Locate information using a variety of resources</p> <p>5.B.1b Cite sources used</p> <p>5.C.1a Write letters, reports and stories based on acquired information</p> <p>5.C.1b Use print, non-print, human and technological resources to acquire and use information</p> <p>Math</p> <p>6.C.1b Show evidence that whole number computational results are correct and/or that estimates are reasonable</p> <p>7.A.1b Measure units of time using appropriate instruments (e.g., calendars, clocks, watches—both analog and digital)</p> <p>7.B.1a Given a problem, describe possible methods for estimating a given measure</p> <p>8.A.1a Identify, describe and extend simple geometric and numeric patterns</p> <p>8.C.1 Describe the basic arithmetic operations (addition, subtraction, multiplication, division) orally, in writing and using concrete materials and drawings</p> <p>8.D.1 Find the unknown numbers in whole-</p>	<p>2.1.2 Organize knowledge so that it is useful.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>2.3.1 Connect understanding to the real world.</p> <p>2.3.2 Consider diverse and global perspectives in drawing conclusions.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p> <p>2.4.4 Develop directions for future investigations.</p> <p>3.4.1 Access the process by which learning was achieved in order to revise strategies and learn more effectively in the future</p>

number addition, subtraction, multiplication and division situations

- 9.C.1** Draw logical conclusions and communicate reasoning about simple geometric figures and patterns using concrete materials, diagrams and contemporary technology
- 10.A.1b** Answer questions and make predictions based on given data
- 10.B.1c** Analyze data, draw conclusions and communicate the results
- 10.C.1a** Describe the concept of probability in relationship to likelihood and chance

Science

- 11.A.1a** Describe an observed event
- 11.A.1d** Record and store data using available technologies
- 11.A.1e** Arrange data into logical patterns and describe the patterns
- 11.A.1f** Compare observations of individual and group results
- 11.B.1a** Given a simple design problem, formulate possible solutions
- 11.B.1b** Design a device that will be useful in solving the problem
- 11.B.1c** Build the device using the materials and tools provided
- 11.B.1d** Test the device and record results using given instruments, techniques and measurement methods
- 11.B.1e** Report the design of the device, the test process and the results in solving a given problem
- 12.A.1a** Identify and describe the component parts of living things (e.g., birds have feathers; people have bones, blood, hair, skin) and their major functions
- 12.A.1b** Categorize living organisms using a variety of observable features (e.g., size, color, shape, backbone)
- 12.B.1a** Describe and compare characteristics of living things in relationship to their environments

- 12.B.1b** Describe how living things depend on one another for survival
- 12.C.1a** Identify and compare sources of energy (e.g., batteries, the sun)
- 12.C.1b** Compare large-scale physical properties of matter (e.g., size, shape, color, texture, odor)
- 12.D.1a** Identify examples of motion (e.g., moving in a straight line, vibrating, rotating)
- 12.D.1b** Identify observable forces in nature (e.g., pushes, pulls, gravity, magnetism)
- 12.E.1a** Identify components and describe diverse features of the Earth's land, water and atmospheric systems
- 12.E.1b** Identify and describe patterns of weather and seasonal change
- 12.E.1c** Identify renewable and nonrenewable natural resources
- 12.F.1a** Identify and describe characteristics of the sun, Earth and moon as familiar objects in the solar system
- 12.F.1b** Identify daily, seasonal and annual patterns related to the Earth's rotation and revolution
- 13.A.1b** Explain why similar results are expected when procedures are done the same way
- 13.A.1c** Explain how knowledge can be gained by careful observation
- 13.B.1a** Explain the uses of common scientific instruments (e.g., ruler, thermometer, balance, probe, computer)
- 13.B.1b** Explain how using measuring tools improves the accuracy of estimates
- 13.B.1c** Describe contributions men and women have made to science and technology
- 13.B.1d** Identify and describe ways that science and technology affect people's everyday lives (e.g., transportation, medicine, agriculture, sanitation, communication occupations)
- 13.B.1e** Demonstrate ways to reduce, reuse and recycle materials

Social Sciences

16.A.1a Explain the difference between past, present and future time; place themselves in time

16.A.1b Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources)

16.A.1c Describe how people in different times and places viewed the world in different ways

16.E.1 (W) Describe how the local environment has changed

Physical Development and Health

21.B.1 Work cooperatively with another to accomplish an assigned task

24.A.1b Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening)

Grades K-2:

Standard 3: Uses information accurately, creatively, and ethically to share knowledge and participate ethically and productively as members of our democratic society

- Organizes information for practical application
- Integrates new information into one's own knowledge
- Produces and communicates information and ideas in appropriate formats
- Devises strategies for revising and improving process and product
- Practices ethical behavior in regard to information and information technology (including freedom of speech, censorship, copyright and plagiarism)

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER
<p>A. Communicates results of information search in format appropriate for content</p> <p>B. Understands the need for citing sources of information (copyright)</p> <p>C. Observes Internet guidelines and protocols as defined in the district's policies</p>	<ol style="list-style-type: none"> 1. Edits, formats, spell checks, saves, proofreads, and prints original documents using a word processor 2. Collaborates with other students to solve information problems 3. Organizes information using such techniques as graphic organizers, storyboarding or webbing 4. Creates products using multimedia techniques 5. Presents the results of information search in a new form 6. Presents, performs or shares a product successfully 7. Evaluates projects 8. Recognizes the need for citing sources and begins to make simple 	<p>English</p> <p>2.B.1a Respond to literary materials by connecting them to their own experience and communicate those responses to others</p> <p>3.A.1 Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech</p> <p>3.B.1a Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people, places, things, events)</p> <p>3.B.1b Demonstrate focus, organization, elaboration and integration in written compositions (e.g., short stories, letters, essays, reports)</p> <p>3.C.1a Write for a variety of purposes including description, information, explanation, persuasion and narration</p>	<p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>2.3.3 Use valid information and reasoned conclusions to make ethical decisions.</p> <p>2.4.3 Recognize new knowledge and understanding.</p> <p>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>

- bibliographies
9. Respects different points of view and opinions

- 3.C.1b** Create media compositions or products which convey meaning visually for a variety of purposes
- 4.A.1b** Ask questions and respond to questions from the teacher and from group members to improve comprehension
- 4.A.1d** Use visually oriented and auditory based media
- 4.B.1a** Present brief oral reports, using language and vocabulary appropriate to the message and audience (e.g., show and tell)
- 4.B.1b** Participate in discussions around a common topic
- 5.A.1a** Identify questions and gather information
- 5.A.1b** Locate information using a variety of resources
- 5.B.1a** Select and organize information from various sources for a specific purpose
- 5.B.1b** Cite sources used
- 5.C.1a** Write letters, reports and stories based on acquired information
- 5.C.1b** Use print, non print, human and technological resources to acquire and use information

Math

- 6.B.1** Solve one- and two-step problems with whole numbers using addition, subtraction, multiplication and division
- 7.A.1b** Measure units of time using appropriate instruments (e.g., calendars, clocks, watches—both analog and digital)
- 7.B.1b** Compare estimated measures to actual measures taken with appropriate measuring instruments
- 7.C.1** Determine perimeter and area using concrete materials (e.g., geoboards, square tiles, grids, measurement instruments)
- 8.A.1b** Solve simple number sentences (e.g., $2 + \square = 5$)
- 8.B.1** Solve problems involving pattern identification and completion of patterns
- 10.A.1a** Organize and display data using

- 3.1.4** Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
- 3.1.5** Connect learning to community issues.
- 3.1.6** Use information and technology ethically and responsibly.
- 3.2.1** Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
- 3.2.2** Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
- 3.2.3** Demonstrate teamwork by working productively with others.
- 3.3.1** Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
- 3.3.2** Respect the differing interests and experiences of others, and seek a variety of viewpoints.
- 3.3.3** Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.
- 3.3.4** Create products that apply to authentic, real-world contexts.
- 3.3.5** Contribute to the exchange of ideas within and beyond the learning community.
- 3.3.6** Use information and knowledge in the service of democratic values.
- 3.4.2** Assess the quality and effectiveness of the learning product.
- 3.4.3** Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.
- 4.1.6** Organize personal knowledge in a way that can be called upon easily.
- 4.3.1** Participate in the social exchange of ideas, both electronically and in person.
- 4.3.4** Practice safe and ethical behaviors in

pictures, tallies, tables, charts or bar graphs

personal electronic communication and interaction

Science

11.A.1a Describe an observed event

11.A.1d Record and store data using available technologies

11.A.1e Arrange data into logical patterns and describe the patterns

11.A.1f Compare observations of individual and group results

11.B.1a Given a simple design problem, formulate possible solutions

11.B.1b Design a device that will be useful in solving the problem

11.B.1c Build the device using the materials and tools provided

11.B.1d Test the device and record results using given instruments, techniques and measurement methods

11.B.1e Report the design of the device, the test process and the results in solving a given problem

12.A.1a Identify and describe the component parts of living things (e.g., birds have feathers; people have bones, blood, hair, skin) and their major functions

12.A.1b Categorize living organisms using a variety of observable features (e.g., size, color, shape, backbone)

12.B.1a Describe and compare characteristics of living things in relationship to their environments

12.B.1b Describe how living things depend on one another for survival

12.C.1a Identify and compare sources of energy (e.g., batteries, the sun)

12.C.1b Compare large-scale physical properties of matter (e.g., size, shape, color, texture, odor)

12.D.1a Identify examples of motion (e.g., moving in a straight line, vibrating, rotating)

12.D.1b Identify observable forces in nature (e.g., pushes, pulls, gravity, magnetism)

- 12.E.1a** Identify components and describe diverse features of the Earth's land, water and atmospheric systems.
- 12.E.1b** Identify and describe patterns of weather and seasonal change
- 12.E.1c** Identify renewable and nonrenewable natural resources
- 12.F.1a** Identify and describe characteristics of the sun, Earth and moon as familiar objects in the solar system
- 12.F.1b** Identify daily, seasonal and annual patterns related to the Earth's rotation and revolution
- 13.A.1a** Use basic safety practices (e.g., not tasting materials without permission, "stop/drop/roll")
- 13.A.1b** Explain why similar results are expected when procedures are done the same way
- 13.A.1c** Explain how knowledge can be gained by careful observation
- 13.B.1a** Explain the uses of common scientific instruments (e.g., ruler, thermometer, balance, probe, computer)
- 13.B.1b** Explain how using measuring tools improves the accuracy of estimates
- 13.B.1c** Describe contributions men and women have made to science and technology
- 13.B.1d** Identify and describe ways that science and technology affect people's everyday lives (e.g., transportation, medicine, agriculture, sanitation, communication occupations)
- 13.B.1e** Demonstrate ways to reduce, reuse and recycle materials

Social Sciences

- 14.C.1** Identify concepts of responsible citizenship including respect for the law, patriotism, civility and working with others
- 14.F.1** Describe political ideas and traditions important to the development of the United States including democracy, individual

rights and the concept of freedom

16.D.1 (US) Describe key figures and organizations (e.g., fraternal/civic organizations, public service groups, community leaders) in the social history of the local community

18.B.1a Compare the roles of individuals in group situations (e.g., student, committee member, employee/ employer)

Physical Development and Health

22.B.1 Encourage and support others in making positive health choices (e.g., eating practices, cleanliness, safety practices)

22.C.1 Identify sources and causes of environmental health risks (e.g., air, soil, sun, water, noise, food, chemicals)

24.A.1a Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying)

Social & Emotional Learning

SEL- 3A: Consider ethical, safety, and societal factors in making decisions

SEL-3B: Apply decision-making skills to deal responsibly with daily academic and social situations

Grades K-2:

Standard 4: Appreciates literature and other creative expressions of information and pursues information related to personal interests and aesthetic growth

- Is a competent and self- motivated reader
- Develops a background in types of literature and literary elements
- Derives meaning from information presented creatively in a variety of formats
- Seeks information related to personal well-being, such as career interests, community involvement, health matters, and recreational pursuits
- Designs, develops and evaluates information products and solutions related to personal interests

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER
<p>A. Uses both text and visuals to understand literature</p> <p>B. Selects a "Just Right" book independently for personal reading</p> <p>C. Distinguishes between different types and elements of literature</p> <p>D. Analyzes and understands information presented creatively in a variety of non-textual formats</p> <p>E. Seeks information related to personal interests</p> <p>F. Selects resources and materials based on interest, need and appropriateness</p>	<ol style="list-style-type: none"> 1. Applies guidelines for choosing a "Just Right" book during literature selection 2. Reads or listens to traditional world literature/folklore (nursery rhymes, fairy tales, pourquoi tales, trickster tales, fables, tall tales, legends, myths) 3. Reads or listens to types of fiction in picture book and novel format (realistic fiction, historical fiction, fantasy, science fiction) 4. Reads or listens to nonfiction (biography, information books, poetry) 5. Increases understanding of literary elements of plot, character, setting, theme, point of view 6. Increases understanding 	<p>English</p> <p>1.A.1b Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials</p> <p>1.B.1a Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge</p> <p>1.B.1b Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms</p> <p>1.B.1c Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions)</p> <p>1.B.1d Read age-appropriate material aloud with fluency and accuracy</p> <p>1.C.1a Use information to form questions and verify predictions</p> <p>1.C.1b Identify important themes and topics</p> <p>1.C.1d Summarize content of reading material using text organization (e.g., story, sequence)</p> <p>1.C.1c Make comparisons across reading selections</p> <p>1.C.1e Identify how authors and illustrators</p>	<p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.</p> <p>4.1.1 Read, view, and listen for pleasure and personal growth.</p> <p>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</p> <p>4.1.3: Respond to literature and creative expressions of ideas in various formats and genres.</p> <p>4.1.4: Seek information for personal learning in a variety of formats and genres.</p> <p>4.1.5: Connect ideas to own interests and previous knowledge and experience.</p> <p>4.2.1: Display curiosity by pursuing interests through multiple resources.</p> <p>4.2.2: Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go</p>

- of literature by participating in discussion (opinions & responses, compare/contrast, inferences, predictions)
7. Reads or listens to a variety of authors and illustrators
 8. Engages in an in-depth study of an author's and/or illustrator's body of work
 9. Is acquainted with award-winning literature
 10. Responds to literature by participating in a variety of activities such as storytelling, drama, puppetry, finger plays, songs, poetry, reader's theater or visual arts
 11. Is introduced to and utilizes a variety of formats (magazines, books, non-print, electronic resources, newspapers)
 12. Reads for pleasure, to learn and to solve information needs
 13. Seeks answers to questions
 14. Explores topics of interest
 15. Uses libraries, library resources, the Internet, and other information sources

- express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters)
- 1.C.1f** Use information presented in simple tables, maps and charts to form an interpretation
 - 2.A.1a** Identify the literary elements of theme, setting, plot and character within literary works
 - 2.A.1b** Classify literary works as fiction or nonfiction
 - 2.A.1c** Describe differences between prose and poetry
 - 2.B.1a** Respond to literary materials by connecting them to their own experience and communicate those responses to others
 - 2.B.1b** Identify common themes in literature from a variety of eras
 - 2.B.1c** Relate character, setting and plot to real-life situations
 - 5.A.1a** Identify questions and gather information
 - 5.A.1b** Locate information using a variety of resources
 - 5.B.1a** Select and organize information from various sources for a specific purpose
 - 5.B.1b** Cite sources used
 - 5.C.1a** Write letters, reports and stories based on acquired information
 - 5.C.1b** Use print, non print, human and technological resources to acquire and use information

Math

- 6.A.1b** Identify and model fractions using concrete materials and pictorial representations
- 9.A.1a** Identify related two- and three-dimensional shapes including circle-sphere, square-cube, triangle-pyramid, rectangle-rectangular prism and their basic properties
- 9.A.1b** Draw two-dimensional shapes
- 9.B.1c** Identify lines of symmetry in simple figures and construct symmetrical figures using various concrete materials

- beyond academic requirements.
- 4.2.3:** Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.
 - 4.2.4:** Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.
 - 4.3.2:** Recognize that resources are created for a variety of purposes.
 - 4.3.3:** Seek opportunities for pursuing personal and aesthetic growth.
 - 4.4.1:** Identify own areas of interest.
 - 4.4.2:** Recognize the limits of own personal knowledge.
 - 4.4.3:** Recognize how to focus the efforts in personal learning.
 - 4.4.4:** Interpret new information based on cultural and social context.
 - 4.4.5:** Develop personal criteria for gauging how effectively own ideas are expressed.
 - 4.4.6:** Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.
 - 2.1.1** Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
 - 2.4.3** Recognize new knowledge and understanding.
 - 2.4.4** Develop directions for future investigations.
 - 4.1.6:** Organize personal knowledge in a way that can be called upon easily.

9.C.1 Draw logical conclusions and communicate reasoning about simple geometric figures and patterns using concrete materials, diagrams and contemporary technology

Social Sciences

16.B.1 (W) Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions

18.A.1 Identify folklore from different cultures which became part of the heritage of the United States

Physical Development and Health

21.A.1c Work independently on tasks for short periods of time

22.A.1b Identify methods of health promotion and illness prevention (e.g., obtaining immunizations, hand washing, brushing and flossing teeth, eating practices, sleep, cleanliness)

22.A.1c Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers)

24.B.1 Recognize how choices can affect health (e.g., not brushing/tooth decay, smoking/risk of cancer and heart disease)

Fine Arts

25.A.1b Drama: Understand the elements of acting, locomotor and nonlocomotor movement, vocal and nonvocal sound, story making; the principles of plot, character, setting, problem/resolution and message; and the expressive characteristics of simple emotions

25.A.1d Visual Arts: Identify the elements of line, shape, space, color and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation

26.B.1b Drama: Demonstrate individual skills

(e.g., vocalizing, listening, moving, observing, concentrating) and group skills (e.g., decision making, planning, practicing, spacing) necessary to create or perform story elements and characterizations

Grades K-2:

Standard 5: Understands and practices Internet safety when using any social electronic media for educational or leisure purposes.

- Practices strategies that promote personal safety and protect online and offline reputation
- Recognizes a variety of networked environments as public places that are governed by codes of behavior
- Knows how to protect electronic devices from harm in an online environment

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER

I SAIL

Standards for Grades 3 - 5

Grades 3-5:

Standard 1: Accesses information efficiently and effectively to inquire, think critically, and gain knowledge.

- Recognizes the need for information
- Formulates questions based on information needs
- Identifies a variety of potential sources of information
- Develops and uses successful strategies for locating information
- Seeks information from diverse sources, contexts, disciplines and cultures

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER
<p>A. Explains an information need</p> <p>B. Understands the concept of keywords</p>	<ol style="list-style-type: none"> 1. Asks a question about finding a book or locating information in a print or non-print source 2. Begins to use print and/or non-print dictionary, encyclopedia, atlas 3. Begins to use table of contents and index 4. Identifies author, title, title page, illustrator, cover, spine, publisher, copyright date of print and/or non-print resources 5. Begins to determine possible print and/or non-print resources and select the most appropriate 6. Uses strategies to identify keywords 7. Begins to use the electronic library catalog 8. Locates materials on library shelves by call 	<p>English</p> <p>1.A.2a Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations</p> <p>1.A.2b Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses</p> <p>1.B.2a Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas</p> <p>1.B.2b Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension</p> <p>1.B.2c Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i>, clarify terminology, seek additional information)</p> <p>1.B.2d Read age-appropriate material aloud with fluency and accuracy</p> <p>1.C.2c Compare and contrast the content and organization of selections</p> <p>5.A.1a Identify questions and gather information</p> <p>5.A.1b Locate information using a variety of resources</p> <p>5.B.1a Select and organize information from various sources for a specific purpose</p> <p>5.B.1b Cite sources used</p>	<p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.3 Develop and refine a range of questions to frame the search for new understanding.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</p> <p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p> <p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</p> <p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.</p> <p>1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.</p> <p>1.4.2 Use interaction with and feedback from</p>

9. number
Begins to understand that information can be found in a variety of sources and formats and recognizes the unique features of each

- 5.C.1a** Write letters, reports and stories based on acquired information
5.C.1b Use print, non print, human and technological resources to acquire and use information
5.A.2a Formulate questions and construct a basic research plan
5.A.2b Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web- sites, CD/ROMs)
5.B.2a Determine the accuracy, currency and reliability of materials from various sources
5.B.2b Cite sources used
5.C.2a Create a variety of print and non print documents to communicate acquired information for specific audiences and purposes
5.C.2b Prepare and deliver oral presentations based on inquiry or research

Math

- 10.B.2a** Formulate questions of interest and select methods to systematically collect data

Science

- 11.A.2a** Formulate questions on a specific science topic and choose the steps needed to answer the questions
11.A.2b Collect data for investigations using scientific process skills including observing, estimating and measuring
11.A.2d Use data to produce reasonable explanations
13.A.2c Explain why keeping accurate and detailed records is important
13.B.2a Explain how technology is used in science for a variety of purposes (e.g., sample collection, storage and treatment; measurement; data collection, storage and retrieval; communication of information)

Social Sciences

- 16.A.2c** Ask questions and seek answers by

- teachers and peers to guide own inquiry process.
1.4.4 Seek appropriate help when it is needed.

collecting and analyzing data from historic documents, images and other literary and non-literary sources

16.D.2c (US) Describe the influence of key individuals and groups, including Susan B. Anthony/suffrage and Martin Luther King, Jr./civil rights, in the historical eras of Illinois and the United States

16.D.2 (W) Describe the various roles of men, women and children in the family, at work, and in the community in various time periods and places (e.g., ancient Rome, Medieval Europe, ancient China, Sub-Saharan Africa)

16.E.2b (W) Identify individuals and events in the development of the conservation movement including John Muir, Theodore Roosevelt and the creation of the National Park System

17.A.2b Use maps and other geographic representations and instruments to gather information about people, places and environments

Grades 3-5:

Standard 2: Evaluates information critically and competently to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge

- Determines accuracy, relevance, and comprehensiveness
- Distinguishes among fact, point of view, and opinion
- Identifies inaccurate and misleading information
- Selects information appropriate to the problem or question at hand

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER
<p>A. Identifies appropriate sources of information</p> <p>B. Identify facts and details that support main ideas</p> <p>C. Analyze and evaluate new information based on previous experience and knowledge</p> <p>D. Find similar ideas in more than one source</p> <p>E. Question the differences between sources</p>	<ol style="list-style-type: none"> 1. Uses headings, subheadings, table of contents, index 2. Learns beginning note-taking skills 3. Identifies the appropriate use of reference materials, e.g. print and/or non-print encyclopedia, atlas, non-fiction book, website, etc. 4. Uses different clues to determine important ideas in illustrations and text 5. Use common organizational patterns to make sense of information 6. Work in groups to create and evaluate projects and information products 7. Cites sources used 	<p>English</p> <p>1.A.2b Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses</p> <p>1.B.2b Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension</p> <p>1.C.2c Compare and contrast the content and organization of selections</p> <p>1.C.2f Connect information presented in tables, maps and charts to printed or electronic text</p> <p>5.A.1a Identify questions and gather information</p> <p>5.A.1b Locate information using a variety of resources</p> <p>5.B.1a Select and organize information from various sources for a specific purpose</p> <p>5.C.1a Write letters, reports and stories based on acquired information</p> <p>5.C.1b Use print, non print, human and technological resources to acquire and use information</p> <p>5.A.2a Formulate questions and construct a basic research plan</p> <p>5.A.2b Organize and integrate information</p>	<p>2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>2.1.3 Use strategies to draw conclusions</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.</p> <p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>2.3.1 Connect understanding to the real world.</p> <p>2.3.2 Consider diverse and global perspectives in drawing conclusions.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p> <p>2.4.3 Recognize new knowledge and understanding.</p> <p>2.4.4 Develop directions for future</p>

from a variety of sources (e.g., books, interviews, library reference materials, web- sites, CD/ROMs)

- 5.B.2a** Determine the accuracy, currency and reliability of materials from various sources
- 5.B.2b** Cite sources used
- 5.C.2a** Create a variety of print and non print documents to communicate acquired information for specific audiences and purposes
- 5.C.2b** Prepare and deliver oral presentations based on inquiry or research

Math

- 6.D.2** Describe the relationship between two sets of data using ratios and appropriate notations (e.g., a/b , a to b, a:b)
- 7.B.2a** Determine and communicate possible methods for estimating a given measure, selecting proper units in both customary and metric systems
- 8.A.2a** Identify, describe, extend and create geometric and numeric patterns
- 8.C.2** Explain operations and number properties including commutative, associative, distributive, transitive, zero, equality and order of operations
- 9.B.2** Compare geometric figures and determine their properties including parallel, perpendicular, similar, congruent and line symmetry
- 9.C.2** Formulate logical arguments about geometric figures and patterns and communicate reasoning
- 10.A.2b** Using a data set, determine mean, median, mode and range, with and without the use of technology
- 10.A.2c** Make predictions and decisions based on data and communicate their reasoning
- 10.B.2a** Formulate questions of interest and select methods to systematically collect data
- 10.B.2d** Interpret results or make relevant decisions based on the data gathered
- 10.C.2a** Calculate the probability of a simple

investigations.

- 3.4.1** Access the process by which learning was achieved in order to revise strategies and learn more effectively in the future

event

10.C.2b Compare the likelihood of events in terms of certain, more likely, less likely or impossible

10.C.2c Determine the probability of an event involving “and”, “or” or “not”

Science

11.A.2d Use data to produce reasonable explanations

11.B.2a Identify a design problem and propose possible solutions

11.B.2b Develop a plan, design and procedure to address the problem identifying constraints (e.g., time, materials, technology)

11.B.2c Build a prototype of the design using available tools and materials

11.B.2d Test the prototype using suitable instruments, techniques and quantitative measurements to record data

11.B.2e Assess test results and the effectiveness of the design using given criteria and noting possible sources of error

11.B.2f Report test design, test process and test results

12.A.2a Describe simple life cycles of plants and animals and the similarities and differences in their offspring

12.A.2b Categorize features as either inherited or learned (e.g., flower color or eye color is inherited; language is learned)

12.B.2a Describe relationships among various organisms in their environments (e.g., predator/prey, parasite/host, food chains and food webs)

12.B.2b Identify physical features of plants and animals that help them live in different environments (e.g., specialized teeth for eating certain foods, thorns for protection, insulation for cold temperature)

12.C.2a Describe and compare types of energy including light, heat, sound, electrical and mechanical

- 12.C.2b** Describe and explain the properties of solids, liquids and gases
- 12.D.2a** Explain constant, variable and periodic motions
- 12.D.2b** Demonstrate and explain ways that forces cause actions and reactions (e.g., magnets attracting and repelling; objects falling, rolling and bouncing)
- 12.E.2a** Identify and explain natural cycles of the Earth's land, water and atmospheric systems (e.g., rock cycle, water cycle, weather patterns)
- 12.E.2b** Describe and explain short-term and long-term interactions of the Earth's components (e.g., earthquakes, types of erosion)
- 12.E.2c** Identify and classify recyclable materials
- 12.F.2a** Identify and explain natural cycles and patterns in the solar system (e.g., order of the planets; moon phases; seasons as related to Earth's tilt, one's latitude, and where Earth is in its yearly orbit around the sun)
- 12.F.2b** Explain the apparent motion of the sun and stars
- 12.F.2c** Identify easily recognizable star patterns (e.g., the Big Dipper, constellations)
- 13.A.2a** Demonstrate ways to avoid injury when conducting science activities (e.g., wearing goggles, fire extinguisher use)
- 13.A.2b** Explain why similar investigations may not produce similar results
- 13.A.2c** Explain why keeping accurate and detailed records is important
- 13.B.2a** Explain how technology is used in science for a variety of purposes (e.g., sample collection, storage and treatment; measurement; data collection, storage and retrieval; communication of information)
- 13.B.2b** Describe the effects on society of scientific and technological innovations (e.g., antibiotics, steam engine, digital

computer)

13.B.2c Identify and explain ways that science and technology influence the lives and careers of people

13.B.2d Compare the relative effectiveness of reducing, reusing and recycling in actual situations

13.B.2e Identify and explain ways that technology changes ecosystems (e.g., dams, highways, buildings, communication networks, power plants)

13.B.2f Analyze how specific personal and societal choices that humans make affect local, regional and global ecosystems (e.g., lawn and garden care, mass transit)

Social Sciences

14.F.2 Identify consistencies and inconsistencies between expressed United States political traditions and ideas and actual practices (e.g., freedom of speech, right to bear arms, slavery, voting rights)

16.A.2b Compare different stories about a historical figure or event and analyze differences in the portrayals and perspectives they present

Physical Development and Health

21.B.2 Work cooperatively with a partner or small group to reach a shared goal during physical activity

24.A.2b Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language)

Grades 3-5:

Standard 3: Uses information accurately, creatively, and ethically to share knowledge and participate ethically and productively as members of our democratic society

- Organizes information for practical application
- Integrates new information into one's own knowledge
- Produces and communicates information and ideas in appropriate formats
- Devises strategies for revising and improving process and product
- Practices ethical behavior in regard to information and information technology (including freedom of speech, censorship, copyright and plagiarism)

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER
<p>A. Communicates results of information search in format appropriate for content</p> <p>B. Understands the need for citing sources of information (copyright)</p> <p>c. Observes Internet guidelines and protocols as defined in the district's policies</p>	<ol style="list-style-type: none"> Edits, formats, spell checks, saves, proofreads, and prints original documents using a word processor Collaborates with other students to solve information problems Organizes information using such techniques as graphic organizers, storyboarding or webbing Creates products using multimedia techniques Presents the results of information search in a new way Presents, performs or shares a product successfully Evaluates projects Recognizes the need for citing sources and begins to make simple bibliographies Respects different points of view and opinions 	<p>English</p> <p>1.B.3b Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading</p> <p>1.C.3a Use information to form, explain and support questions and predictions</p> <p>1.C.3b Interpret and analyze entire narrative text using story elements, point of view and theme</p> <p>1.C.3c Compare, contrast and evaluate ideas and information from various sources and genres</p> <p>1.C.3f Interpret tables that display textual information and data in visual formats</p> <p>2.B.3a Respond to literary material from personal, creative and critical points of view</p> <p>3.A.3 Write compositions that contain complete sentences and effective paragraphs using English conventions</p> <p>3.B.3a Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence</p> <p>3.B.3b Edit and revise for word choice, organization, consistent point of view and</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.</p> <p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>2.3.1 Connect understanding to the real world.</p> <p>2.3.2 Consider diverse and global perspectives in drawing conclusions.</p> <p>2.3.3 Use valid information and reasoned conclusions to make ethical decisions.</p> <p>2.4.3 Recognize new knowledge and understanding.</p> <p>3.1.1 Conclude an inquiry-based research</p>

transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication

- 3.C.3a** Compose narrative, informative, and persuasive writings (e.g., *in addition to previous writings*, literature reviews, instructions, news articles, correspondence) for a specified audience
- 3.C.3b** Using available technology, produce compositions and multimedia works for specified audiences
- 4.B.3a** Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support
- 4.B.3b** Design and produce reports and multimedia compositions that represent group projects
- 4.B.3d** Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict
- 5.A.3a** Identify appropriate resources to solve problems or answer questions through research
- 5.B.3a** Choose and analyze information sources for individual, academic and functional purposes
- 5.B.3b** Identify, evaluate and cite primary sources
- 5.C.3a** Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources
- 5.C.3b** Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research
- 5.C.3c** Take notes, conduct interviews, organize and report information in oral, visual and electronic formats

Math

- 6.A.2** Compare and order whole numbers, fractions and decimals using concrete

process by sharing new understandings and reflecting on the learning.

- 3.1.2** Participate and collaborate as members of a social and intellectual network of learners.
- 3.1.3** Use writing and speaking skills to communicate new understandings effectively.
- 3.1.4** Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
- 3.1.5** Connect learning to community issues.
- 3.1.6** Use information and technology ethically and responsibly.
- 3.2.1** Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
- 3.2.2** Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
- 3.2.3** Demonstrate teamwork by working productively with others.
- 3.3.1** Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
- 3.3.2** Respect the differing interests and experiences of others, and seek a variety of viewpoints.
- 3.3.3** Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.
- 3.3.4** Create products that apply to authentic, real-world contexts.
- 3.3.5** Contribute to the exchange of ideas within and beyond the learning community.
- 3.3.6** Use information and knowledge in the service of democratic values.
- 3.3.7** Respect the principles of intellectual freedom.
- 3.4.2** Assess the quality and effectiveness of the learning product.

materials, drawings and mathematical symbols

6.B.2 Solve one- and two-step problems involving whole numbers, fractions and decimals using addition, subtraction, multiplication and division

7.C.2a Describe relationships in a simple scale drawing

8.B.2 Analyze a geometric pattern and express the results numerically

9.A.2a Build physical models of two- and three-dimensional shapes

10.A.2a Organize and display data using pictures, tallies, tables, charts, bar graphs, line graphs, line plots and stem-and-leaf graphs

10.B.2a Formulate questions of interest and select methods to systematically collect data

Science

11.A.2c Construct charts and visualizations to display data

11.A.2d Use data to produce reasonable explanations

11.A.2e Report and display the results of individual and group investigations

11.B.2a Identify a design problem and propose possible solutions

11.B.2b Develop a plan, design and procedure to address the problem identifying constraints (e.g., time, materials, technology)

11.B.2c Build a prototype of the design using available tools and materials

11.B.2d Test the prototype using suitable instruments, techniques and quantitative measurements to record data

11.B.2e Assess test results and the effectiveness of the design using given criteria and noting possible sources of error

11.B.2f Report test design, test process and test results

3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.

4.1.6 Organize personal knowledge in a way that can be called upon easily.

4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.

4.3.1 Participate in the social exchange of ideas, both electronically and in person.

4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction

4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.

- 12.A.2a** Describe simple life cycles of plants and animals and the similarities and differences in their offspring
- 12.A.2b** Categorize features as either inherited or learned (e.g., flower color or eye color is inherited; language is learned)
- 12.B.2a** Describe relationships among various organisms in their environments (e.g., predator/prey, parasite/host, food chains and food webs)
- 12.B.2b** Identify physical features of plants and animals that help them live in different environments (e.g., specialized teeth for eating certain foods, thorns for protection, insulation for cold temperature)
- 12.C.2a** Describe and compare types of energy including light, heat, sound, electrical and mechanical
- 12.C.2b** Describe and explain the properties of solids, liquids and gases
- 12.D.2a** Explain constant, variable and periodic motions
- 12.D.2b** Demonstrate and explain ways that forces cause actions and reactions (e.g., magnets attracting and repelling; objects falling, rolling and bouncing)
- 12.E.2a** Identify and explain natural cycles of the Earth's land, water and atmospheric systems (e.g., rock cycle, water cycle, weather patterns)
- 12.E.2b** Describe and explain short-term and long-term interactions of the Earth's components (e.g., earthquakes, types of erosion)
- 12.E.2c** Identify and classify recyclable materials.
- 12.F.2a** Identify and explain natural cycles and patterns in the solar system (e.g., order of the planets; moon phases; seasons as related to Earth's tilt, one's latitude, and where Earth is in its yearly orbit around the sun)
- 12.F.2b** Explain the apparent motion of the sun and stars

- 12.F.2c** Identify easily recognizable star patterns (e.g., the Big Dipper, constellations)
- 13.A.2a** Demonstrate ways to avoid injury when conducting science activities (e.g., wearing goggles, fire extinguisher use)
- 13.A.2b** Explain why similar investigations may not produce similar results
- 13.A.2c** Explain why keeping accurate and detailed records is important
- 13.B.2a** Explain how technology is used in science for a variety of purposes (e.g., sample collection, storage and treatment; measurement; data collection, storage and retrieval; communication of information)
- 13.B.2b** Describe the effects on society of scientific and technological innovations (e.g., antibiotics, steam engine, digital computer)
- 13.B.2c** Identify and explain ways that science and technology influence the lives and careers of people
- 13.B.2d** Compare the relative effectiveness of reducing, reusing and recycling in actual situations
- 13.B.2e** Identify and explain ways that technology changes ecosystems (e.g., dams, highways, buildings, communication networks, power plants)
- 13.B.2f** Analyze how specific personal and societal choices that humans make affect local, regional and global ecosystems (e.g., lawn and garden care, mass transit)

Social Science

- 14.C.2** Describe and evaluate why rights and responsibilities are important to the individual, family, community, workplace, state and nation (e.g., voting, protection under the law)
- 18.B.2a** Describe interactions of individuals, groups and institutions in situations drawn from the local community (e.g., local response to state and national reforms)

- 18.B.2b** Describe the ways in which institutions meet the needs of society
- 14.F.2** Identify consistencies and inconsistencies between expressed United States political traditions and ideas and actual practices (e.g., freedom of speech, right to bear arms, slavery, voting rights)

Physical Development and Health

- 22.B.2** Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising)
- 22.C.2** Explain interrelationships between the environment and individual health (e.g., pollution and respiratory problems, sun and skin cancer)
- 24.A.2a** Identify causes and consequences of conflict among youth

Social & Emotional Learning

- SEL- 3A:** Consider ethical, safety, and societal factors in making decisions
- SEL-3B:** Apply decision-making skills to deal responsibly with daily academic and social situations

Grades 3-5:

Standard 4: Appreciates literature and other creative expressions of information and pursues information related to personal interests and aesthetic growth

- Is a competent and self-motivated reader
- Develops a background in types of literature and literary elements
- Derives meaning from information presented creatively in a variety of formats
- Seeks information related to personal well-being, such as career interests, community involvement, health matters, and recreational pursuits.
- Designs, develops and evaluates information products and solutions related to personal interests.

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER
<p>A. Uses both text and visuals to understand literature</p> <p>B. Selects a "Just Right" book independently for personal reading</p> <p>C. Distinguishes between different types and elements of literature</p> <p>D. Analyzes and understands information presented creatively in a variety of non-textual formats</p> <p>E. Seeks information related to personal interests</p> <p>F. Selects resources and materials based on interest, need and appropriateness</p>	<ol style="list-style-type: none"> 1. Applies guidelines for choosing a "Just Right" book during literature selection 2. Reads or listens to traditional world literature/folklore (nursery rhymes, fairy tales, pourquoi tales, trickster tales, fables, tall tales, legends, myths) 3. Reads or listens to types of fiction in picture book and novel format (realistic fiction, historical fiction, fantasy, science fiction) 4. Reads or listens to nonfiction (informational text including biography, poetry) 5. Increases understanding of literary elements of plot, character, setting, theme, point of view 6. Increases understanding of literature by participating in discussion 	<p>English</p> <p>1.A.2a Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations</p> <p>1.A.2b Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses</p> <p>1.B.2a Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas</p> <p>1.B.2b Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension</p> <p>1.B.2c Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i>, clarify terminology, seek additional information)</p> <p>1.B.2d Read age-appropriate material aloud with fluency and accuracy</p> <p>1.C.2a Use information to form questions and verify predictions</p> <p>1.C.2b Make and support inferences and form interpretations about main themes and topics</p> <p>1.C.2e Explain how authors and illustrators use text and art to express their ideas (e.g.,</p>	<p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.</p> <p>4.1.1 Read, view, and listen for pleasure and personal growth.</p> <p>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</p> <p>4.1.3: Respond to literature and creative expressions of ideas in various formats and genres.</p> <p>4.1.4: Seek information for personal learning in a variety of formats and genres.</p> <p>4.1.5: Connect ideas to own interests and previous knowledge and experience.</p> <p>4.1.7: Use social networks and information tools to gather and share information.</p> <p>4.2.1: Display curiosity by pursuing interests through multiple resources.</p> <p>4.2.2: Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and</p>

- (opinions & responses, compare/contrast, inferences, predictions)
7. Reads or listens to a variety of authors and illustrators
 8. Engages in an in-depth study of an author's and/or illustrator's body of work
 9. Is acquainted with award-winning literature
 10. Responds to literature by participating in a variety of activities such as storytelling, drama, puppetry, fingerplays, songs, poetry, reader's theater or visual arts
 11. Is introduced to and utilizes a variety of formats (magazines, books, non-print, electronic resources, newspapers)
 12. Reads for pleasure, to learn and to solve information needs
 13. Seeks answers to questions
 14. Explores topics of interest
 15. Uses libraries, library resources, the Internet, and other information sources
- points of view, design hues, metaphor)
- 1.C.2f** Connect information presented in tables, maps and charts to print or electronic text
 - 2.A.2a** Identify literary elements and literary techniques (e.g., characterization, use of narration, use of dialogue) in a variety of literary works
 - 2.A.2b** Describe how literary elements (e.g., theme, character, setting, plot, tone, conflict) are used in literature to create meaning
 - 2.A.2c** Identify definitive features of literary forms (e.g., realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms)
 - 2.B.2a** Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts
 - 2.B.2b** Identify and explain themes that have been explored in literature from different societies and eras
 - 2.B.2c** Relate literary works and their characters, settings and plots to current and historical events, people and perspectives
 - 5.A.2a** Formulate questions and construct a basic research plan
 - 5.A.2b** Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web- sites, CD/ROMs)
 - 5.B.2a** Determine the accuracy, currency and reliability of materials from various sources
 - 5.B.2b** Cite sources used
 - 5.C.2a** Create a variety of print and nonprint documents to communicate acquired information for specific audiences and purposes
 - 5.C.2b** Prepare and deliver oral presentations based on inquiry or research
- genres, and displaying a willingness to go beyond academic requirements.
- 4.2.3:** Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.
 - 4.2.4:** Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.
 - 4.3.2:** Recognize that resources are created for a variety of purposes.
 - 4.3.3:** Seek opportunities for pursuing personal and aesthetic growth.
 - 4.4.1:** Identify own areas of interest.
 - 4.4.2:** Recognize the limits of own personal knowledge.
 - 4.4.3:** Recognize how to focus the efforts in personal learning.
 - 4.4.4:** Interpret new information based on cultural and social context.
 - 4.4.5:** Develop personal criteria for gauging how effectively own ideas are expressed.
 - 4.4.6:** Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.
 - 2.1.1** Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
 - 2.4.3** Recognize new knowledge and understanding.
 - 2.4.4** Develop directions for future investigations.
 - 4.1.6:** Organize personal knowledge in a way that can be called upon easily.

Math

- 7.C.2b** Construct or draw figures with given perimeters and areas

- 8.A.2b** Construct and solve number sentences using a variable to represent an unknown quantity
- 9.A.2a** Build physical models of two- and three-dimensional shapes
- 9.A.2c** Describe and draw representations of geometric relationships, patterns, symmetries, and designs in two- and three-dimensions with and without technology
- 10.A.2a** Organize and display data using pictures, tallies, tables, charts, bar graphs, line graphs, line plots and stem-and-leaf graphs
- 10.B.2b** Collect, organize and display data using tables, charts, bar graphs, line graphs, circle graphs, line plots and stem-and-leaf graphs

Social Sciences

- 16.A.2a** Read historical stories and determine events which influenced their writing
- 18.A.2** Explain ways in which language, stories, folk tales, music, media and artistic creations serve as expressions of culture

Physical Development and Health

- 21.A.2c** Work independently on task until completed
- 22.A.2b** Demonstrate strategies for the prevention and reduction of communicable and non-communicable disease (e.g., practicing cleanliness, making healthy food choices, understanding the importance of immunizations and regular health screenings)
- 22.A.2c** Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen)
- 24.B.2** Describe key elements of a decision-making process

Fine Arts

- 25.A.2d Visual Arts:** Identify and describe the

elements of 2- and 3-dimensional space, figure ground, value and form; the principles of rhythm, size, proportion and composition; and the expressive qualities of symbol and story

25.B.2 Understand how elements and principles combine within an art form to express ideas

26.B.2b Drama: Demonstrate actions, characters, narrative skills, collaboration, environments, simple staging and sequence of events and situations in solo and ensemble dramas

Grades 3-5:

Standard 5: Understands and practices Internet safety when using any social electronic media for educational or leisure purposes.

- Practices strategies that promote personal safety and protect online and offline reputation
- Recognizes a variety of networked environments as public places that are governed by codes of behavior
- Knows how to protect electronic devices from harm in an online environment

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER

I SAIL

Standards for Grades 6 - 8

Grades 6-8:

Standard 1: Accesses information efficiently and effectively to inquire, think critically, and gain knowledge.

- Recognizes the need for information
- Formulates questions based on information needs
- Identifies a variety of potential sources of information
- Develops and uses successful strategies for locating information
- Seeks information from diverse sources, contexts, disciplines and cultures

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER
<p>A. Demonstrates skill in using electronic catalog</p> <p>B. Locates materials on library shelves by call number</p> <p>C. Uses print and electronic sources to access, extract and process information</p> <p>D. Understands scope, depth and potential usefulness of a variety of available information resources</p> <p>E. Uses search and navigational features of print and electronic sources to efficiently access information</p>	<ol style="list-style-type: none"> 1. Formulates a question about a topic 2. Identifies appropriate keywords to use as access points in an information search within print and/or non-print sources 3. Generates a list of possible resources and determines which are useful 4. Searches library catalog by keyword, author, title 5. Identifies and records call numbers 6. Locates materials on library shelves by call number 7. Finds information within print and/or non-print sources 8. Uses table of contents, index and glossary 9. Recognizes author, title, publisher, copyright date of print and/or non-print resources 10. Begins to understand visual literacy clues 11. Articulates an information 	<p>English</p> <p>1.A.3b Analyze the meaning of words and phrases in their context</p> <p>1.B.3a Preview reading materials, make predictions and relate reading to information from other sources</p> <p>1.B.3b Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading</p> <p>1.C.3a Use information to form, explain and support questions and predictions</p> <p>1.B.3c Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i>, draw comparisons to other readings)</p> <p>1.C.3d Summarize and make generalizations from content and relate them to the purpose of the material</p> <p>1.C.3f Interpret tables that display textual information and data in visual formats</p> <p>5.A.3a Identify appropriate resources to solve problems or answer questions through research</p> <p>5.A.3b Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.</p> <p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.3 Develop and refine a range of questions to frame the search for new understanding.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</p> <p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p>

- need
- 12. Formulates questions to refine an information need
- 13. Generates appropriate keywords to use as access points in a search
- 14. Is aware of the scope and depth of various resources
- 15. Demonstrates skill using the electronic library catalog
- 16. Conducts effective searches using electronic resources
- 17. Accesses internet information effectively
- 18. Navigates within print and electronic resources to locate and access information

- 5.B.3a** Choose and analyze information sources for individual, academic and functional purposes
- 5.B.3b** Identify, evaluate and cite primary sources
- 5.C.3a** Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources
- 5.C.3b** Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research
- 5.C.3c** Take notes, conduct interviews, organize and report information in oral, visual and electronic formats

Math

- 6.B.3a** Solve practical computation problems involving whole numbers, integers and rational numbers
- 6.D.3** Apply ratios and proportions to solve practical problems
- 7.A.3b** Apply the concepts and attributes of length, capacity, weight/mass, perimeter, area, volume, time, temperature and angle measures in practical situations
- 8.A.3b** Solve problems using linear expressions, equations and inequalities
- 8.C.3** Apply the properties of numbers and operations including inverses in algebraic settings derived from economics, business and the sciences
- 8.D.3a** Solve problems using numeric, graphic or symbolic representations of variables, expressions, equations and inequalities
- 9.C.3b** Develop and solve problems using geometric relationships and models, with and without the use of technology
- 9.D.3** Compute distances, lengths and measures of angles using proportions, the Pythagorean theorem and its converse
- 10.A.3c** Test the reasonableness of an argument based on data and communicate their findings
- 10.B.3** Formulate questions (e.g., relation-

- 1.2.2** Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
- 1.2.3** Demonstrate creativity by using multiple resources and formats.
- 1.2.7** Display persistence by continuing to pursue information to gain a broad perspective.
- 1.3.3** Follow ethical and legal guidelines in gathering and using information.
- 1.3.4** Contribute to the exchange of ideas within the learning community.
- 1.3.5** Use information technology responsibly.
- 1.4.1** Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
- 1.4.2** Use interaction with and feedback from teachers and peers to guide own inquiry process.
- 1.4.4** Seek appropriate help when it is needed.

ships between car age and mileage, average incomes and years of schooling), devise and conduct experiments or simulations, gather data, draw conclusions and communicate results to an audience using traditional methods and contemporary technologies

Social Science

- 16.A.3a** Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts)
- 16.A.3b** Make inferences about historical events and eras using historical maps and other historical sources
- 16.A.3c** Identify the differences between historical fact and interpretation
- 17.A.3b** Explain how to make and use geographic representations to provide and enhance spatial information including maps, graphs, charts, models, aerial photographs, satellite images

Grades 6-8:

Standard 2: Evaluates information critically and competently to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge

- Determines accuracy, relevance, and comprehensiveness
- Distinguishes among fact, point of view, and opinion
- Identifies inaccurate and misleading information
- Selects information appropriate to the problem or question at hand

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER
<p>A. Evaluates search process</p> <p>B. Examines and evaluates information sources</p> <p>C. Extracts relevant and essential information from sources</p> <p>D. Compare and contrast information found in different sources.</p> <p>E. Draw conclusions based on explicit and implied information.</p> <p>F. Use common organizational patterns to organize information in order to draw conclusions</p>	<ol style="list-style-type: none"> 1. Determines authenticity and relevance of print and non-print information 2. Uses paraphrasing, note taking and other strategies to record results of information searching 3. Identifies and extracts relevant information in print and electronic resources 4. Selects appropriate resources from a list of "hits" obtained in an electronic catalog search 5. Uses conventions of the source to determine usefulness 6. Reads, views, listens to information critically and competently 7. Applies evaluative criteria to print and/or non-print materials to determine the usefulness, relevancy, suitability, authority, objectivity, currency 	<p>English</p> <p>1.B.3a Preview reading materials, make predictions and relate reading to information from other sources</p> <p>1.B.3b Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading</p> <p>1.C.3a Use information to form, explain and support questions and predictions</p> <p>1.C.3c Compare, contrast and evaluate ideas and information from various sources and genres</p> <p>1.C.3d Summarize and make generalizations from content and relate them to the purpose of the material</p> <p>1.C.3f Interpret tables that display textual information and data in visual formats</p> <p>5.A.3a Identify appropriate resources to solve problems or answer questions through research</p> <p>5.A.3b Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources</p> <p>5.B.3a Choose and analyze information sources for individual, academic and functional</p>	<p>2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p>

8. Identifies information relevant and essential to the information need
9. Works in teams to understand concepts and solve problems.
10. Cites all sources used.

- purposes
- 5.B.3b** Identify, evaluate and cite primary sources
 - 5.C.3a** Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources
 - 5.C.3b** Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research
 - 5.C.3c** Take notes, conduct interviews, organize and report information in oral, visual and electronic formats

- 2.3.1** Connect understanding to the real world.
- 2.3.3** Use valid information and reasoned conclusions to make ethical decisions.
- 2.4.1** Determine how to act on information (accept, reject, modify).
- 2.4.2** Reflect on systematic process, and assess for completeness of investigation.
- 2.4.3** Recognize new knowledge and understanding.
- 3.4.1** Access the process by which learning was achieved in order to revise strategies and learn more effectively in the future

Math

- 6.C.3b** Show evidence that computational results using whole numbers, fractions, decimals, percents and proportions are correct and/or that estimates are reasonable
- 6.D.3** Apply ratios and proportions to solve practical problems
- 7.A.3b** Apply the concepts and attributes of length, capacity, weight/mass, perimeter, area, volume, time, temperature and angle measures in practical situations
- 7.B.3** Select and apply instruments including rulers and protractors and units of measure to the degree of accuracy required
- 7.C.3b** Use concrete and graphic models and appropriate formulas to find perimeters, areas, surface areas and volumes of two- and three-dimensional regions
- 8.B.3** Use graphing technology and algebraic methods to analyze and predict linear relationships and make generalizations from linear patterns
- 8.C.3** Apply the properties of numbers and operations including inverses in algebraic settings derived from economics, business and the sciences
- 8.D.3a** Solve problems using numeric, graphic or symbolic representations of variables, expressions, equations and inequalities
- 8.D.3b** Propose and solve problems using

- proportions, formulas and linear functions
- 9.A.3c** Use concepts of symmetry, congruency, similarity, scale, perspective, and angles to describe and analyze two- and three-dimensional shapes found in practical applications (e.g., geodesic domes, A-frame houses, basketball courts, inclined planes, art forms, blueprints)
 - 9.B.3** Identify, describe, classify and compare two- and three- dimensional geometric figures and models according to their properties
 - 9.C.3a** Construct, develop and communicate logical arguments (informal proofs) about geometric figures and patterns
 - 9.C.3b** Develop and solve problems using geometric relationships and models, with and without the use of technology
 - 9.D.3** Compute distances, lengths and measures of angles using proportions, the Pythagorean theorem and its converse
 - 10.A.3a** Construct, read and interpret tables, graphs (including circle graphs) and charts to organize and represent data
 - 10.A.3b** Compare the mean, median, mode and range, with and without the use of technology
 - 10.A.3c** Test the reasonableness of an argument based on data and communicate their findings
 - 10.B.3** Formulate questions (e.g., relationships between car age and mileage, average incomes and years of schooling), devise and conduct experiments or simulations, gather data, draw conclusions and communicate results to an audience using traditional methods and contemporary technologies
 - 10.C.3a** Determine the probability and odds of events using fundamental counting principle
 - 10.C.3b** Analyze problem situations (e.g., board games, grading scales) and make predictions about results

Science

- 13.B.3b** Identify important contributions to science and technology that have been made by individuals and groups from various cultures
- 13.B.3c** Describe how occupations use scientific and technological knowledge and skills
- 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)

Social Sciences

- 14.A.3** Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions
- 14.B.3** Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions
- 14.C.3** Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation
- 14.D.3** Describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy (e.g., general public opinion, special interest groups, formal parties, media)
- 14.E.3** Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology)
- 14.F.3a** Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights and the Illinois Constitution
- 14.F.3b** Describe how United States political ideas and traditions were instituted in the Constitution and the Bill of Rights
- 15.A.3a** Explain how market prices signal

producers about what, how and how much to produce

- 15.A.3b** Explain the relationship between productivity and wages
- 15.A.3c** Describe the relationship between consumer purchases and businesses paying for productive resources
- 15.A.3d** Describe the causes of unemployment (e.g., seasonal fluctuation in demand, changing jobs, changing skill requirements, national spending)
- 15.B.3a** Describe the “market clearing price” of a good or service
- 15.B.3b** Explain the effects of choice and competition on individuals and the economy as a whole
- 15.C.3** Identify and explain the effects of various incentives to produce a good or service
- 15.D.3a** Explain the effects of increasing and declining imports and exports to an individual and to the nation’s economy as a whole
- 15.D.3b** Explain how comparative advantage forms the basis for specialization and trade among nations
- 15.D.3c** Explain how workers can affect their productivity through training and by using tools, machinery and technology
- 16.A.3a** Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts)
- 16.A.3b** Make inferences about historical events and eras using historical maps and other historical sources
- 16.A.3c** Identify the differences between historical fact and interpretation
- 16.B.3a (US)** Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period
- 16.B.3b (US)** Explain how and why the colonies

fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the United States Constitution

16.B.3c (US) Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions

16.B.3d (US) Describe ways in which the United States developed as a world political power

16.B.3a (W) Compare the political characteristics of Greek and Roman civilizations with non-Western civilizations, including the early Han dynasty and Gupta empire, between 500 BCE and 500 CE

16.B.3b (W) Identify causes and effects of the decline of the Roman empire and other major world political events (e.g., rise of the Islamic empire, rise and decline of the T'ang dynasty, establishment of the kingdom of Ghana) between 500 CE and 1500 CE

16.B.3c (W) Identify causes and effects of European feudalism and the emergence of nation states between 500 CE and 1500 CE

16.B.3d (W) Describe political effects of European exploration and expansion on the Americas, Asia, and Africa after 1500 CE

16.C.3a (US) Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750

16.C.3b (US) Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present

16.C.3c (US) Describe how economic developments and government policies after 1865 affected the country's economic institutions including corporations, banks and organized labor

16.C.3a (W) Describe major economic trends from 1000 to 1500 CE including long distance trade, banking, specialization of labor, commercialization, urbanization and

- technological and scientific progress
- 16.C.3b (W)** Describe the economic systems and trade patterns of North America, South America and Mesoamerica before the encounter with the Europeans
- 16.C.3c (W)** Describe the impact of technology (e.g., weaponry, transportation, printing press, microchips) in different parts of the world, 1500 - present
- 16.D.3a (US)** Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19th century
- 16.D.3b (US)** Describe characteristics of different kinds of families in America during the colonial/frontier periods and the 19th century
- 16.D.3 (W)** Identify the origins and analyze consequences of events that have shaped world social history including famines, migrations, plagues, slave trading
- 16.E.3a (US)** Describe how early settlers in Illinois and the United States adapted to, used and changed the environment prior to 1818
- 16.E.3b (US)** Describe how the largely rural population of the United States adapted, used and changed the environment after 1818
- 16.E.3c (US)** Describe the impact of urbanization and suburbanization, 1850 - present, on the environment
- 16.E.3a (W)** Describe how the people of the Huang He, Tigris-Euphrates, Nile and Indus river valleys shaped their environments during the agricultural revolution, 4000 - 1000 BCE
- 16.E.3b (W)** Explain how expanded European and Asian contacts affected the environment of both continents, 1000 BCE - 1500 CE
- 17.A.3a** Explain how people use geographic markers and boundaries to analyze and

navigate the Earth (e.g., hemispheres, meridians, continents, bodies of water)

- 17.A.3b** Explain how to make and use geographic representations to provide and enhance spatial information including maps, graphs, charts, models, aerial photographs, satellite images
- 17.B.3a** Explain how physical processes including climate, plate tectonics, erosion, soil formation, water cycle, and circulation patterns in the ocean shape patterns in the environment and influence availability and quality of natural resources
- 17.B.3b** Explain how changes in components of an ecosystem affect the system overall
- 17.C.3a** Explain how human activity is affected by geographic factors
- 17.C.3b** Explain how patterns of resources are used throughout the world
- 17.C.3c** Analyze how human processes influence settlement patterns including migration and population growth
- 17.D.3a** Explain how and why spatial patterns of settlement change over time
- 17.D.3b** Explain how interactions of geographic factors have shaped present conditions
- 18.A.3** Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture
- 18.B.3a** Analyze how individuals and groups interact with and within institutions (e.g., educational, military)
- 18.B.3b** Explain how social institutions contribute to the development and transmission of culture
- 18.C.3a** Describe ways in which a diverse U.S. population has developed and maintained common beliefs (e.g., life, liberty and the pursuit of happiness; the Constitution and the Bill of Rights)
- 18.C.3b** Explain how diverse groups have contributed to U.S. social systems over time

Physical Development and Health

21.A.3a Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders)

21.B.3 Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations (e.g., baseball, choreographing a dance)

24.A.3b Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation)

24.A.3c Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace

Grades 6-8:

Standard 3: Uses information accurately, creatively, and ethically to share knowledge and participate ethically and productively as members of our democratic society

- Organizes information for practical application
- Integrates new information into one's own knowledge
- Produces and communicates information and ideas in appropriate formats
- Devises strategies for revising and improving process and product
- Practices ethical behavior in regard to information and information technology (including freedom of speech, censorship, copyright and plagiarism)

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER
<p>A. Organizes and synthesizes information from multiple sources</p> <p>B. Creates and effectively communicates information and ideas to others</p> <p>C. Understands the concept of plagiarism and cites sources properly</p>	<ol style="list-style-type: none"> Organizes information from multiple sources in a logical sequence using a graphic organizer Selects an appropriate format for communicating ideas Develops a storyboard Creates a product using technology when appropriate Presents, performs or shares information and ideas successfully Evaluates product or presentation Avoids plagiarism by ethically using information Observes copyright guidelines Cites print and non-print sources in a properly formatted bibliography 	<p>English</p> <p>1.B.3b Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading</p> <p>1.C.3a Use information to form, explain and support questions and predictions</p> <p>1.C.3f Interpret tables that display textual information and data in visual formats</p> <p>2.B.3a Respond to literary material from personal, creative and critical points of view.</p> <p>3.A.3 Write compositions that contain complete sentences and effective paragraphs using English conventions</p> <p>3.B.3a Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence</p> <p>3.B.3b Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication</p> <p>3.C.3a Compose narrative, informative, and persuasive writings (e.g., <i>in addition to</i></p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.</p> <p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>2.3.1 Connect understanding to the real world.</p> <p>2.3.2 Consider diverse and global perspectives in drawing conclusions.</p> <p>2.3.3 Use valid information and reasoned conclusions to make ethical decisions.</p> <p>2.4.3 Recognize new knowledge and understanding.</p>

previous writings, literature reviews, instructions, news articles, correspondence) for a specified audience

- 3.C.3b** Using available technology, produce compositions and multimedia works for specified audiences
- 4.B.3a** Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support
- 4.B.3b** Design and produce reports and multimedia compositions that represent group projects
- 4.B.3d** Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict
- 5.A.3a** Identify appropriate resources to solve problems or answer questions through research
- 5.A.3b** Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources
- 5.B.3a** Choose and analyze information sources for individual, academic and functional purposes
- 5.B.3b** Identify, evaluate and cite primary sources
- 5.C.3a** Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources
- 5.C.3b** Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research
- 5.C.3c** Take notes, conduct interviews, organize and report information in oral, visual and electronic formats

Math

- 6.D.3** Apply ratios and proportions to solve practical problems
- 7.A.3b** Apply the concepts and attributes of

- 3.1.1** Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
- 3.1.2** Participate and collaborate as members of a social and intellectual network of learners.
- 3.1.3** Use writing and speaking skills to communicate new understandings effectively.
- 3.1.4** Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
- 3.1.5** Connect learning to community issues.
- 3.1.6** Use information and technology ethically and responsibly.
- 3.2.1** Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
- 3.2.2** Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
- 3.2.3** Demonstrate teamwork by working productively with others.
- 3.3.1** Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
- 3.3.2** Respect the differing interests and experiences of others, and seek a variety of viewpoints.
- 3.3.3** Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.
- 3.3.4** Create products that apply to authentic, real-world contexts.
- 3.3.5** Contribute to the exchange of ideas within and beyond the learning community.
- 3.3.6** Use information and knowledge in the service of democratic values.
- 3.3.7** Respect the principles of intellectual freedom.
- 3.4.2** Assess the quality and effectiveness of the

length, capacity, weight/mass, perimeter, area, volume, time, temperature and angle measures in practical situations

- 7.C.3a** Construct a simple scale drawing for a given situation
- 7.C.3b** Use concrete and graphic models and appropriate formulas to find perimeters, areas, surface areas and volumes of two- and three-dimensional regions
- 8.A.3a** Apply the basic properties of commutative, associative, distributive, transitive, inverse, identity, zero, equality and order of operations to solve problems
- 8.B.3** Use graphing technology and algebraic methods to analyze and predict linear relationships and make generalizations from linear patterns
- 8.C.3** Apply the properties of numbers and operations including inverses in algebraic settings derived from economics, business and the sciences
- 8.D.3a** Solve problems using numeric, graphic or symbolic representations of variables, expressions, equations and inequalities
- 8.D.3b** Propose and solve problems using proportions, formulas and linear functions
- 9.A.3a** Draw or construct two- and three-dimensional geometric figures including prisms, pyramids, cylinders and cones
- 9.A.3b** Draw transformation images of figures, with and without the use of technology
- 9.A.3c** Use concepts of symmetry, congruency, similarity, scale, perspective, and angles to describe and analyze two- and three-dimensional shapes found in practical applications (e.g., geodesic domes, A-frame houses, basketball courts, inclined planes, art forms, blueprints)
- 9.B.3** Identify, describe, classify and compare two- and three- dimensional geometric figures and models according to their properties
- 9.C.3a** Construct, develop and communicate logical arguments (informal proofs) about

learning product.

- 3.4.3** Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.
- 4.1.6** Organize personal knowledge in a way that can be called upon easily.
- 4.2.3** Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.
- 4.3.1** Participate in the social exchange of ideas, both electronically and in person.
- 4.3.4** Practice safe and ethical behaviors in personal electronic communication and interaction
- 4.4.5** Develop personal criteria for gauging how effectively own ideas are expressed.

geometric figures and patterns

- 9.C.3b** Develop and solve problems using geometric relationships and models, with and without the use of technology
- 9.D.3** Compute distances, lengths and measures of angles using proportions, the Pythagorean theorem and its converse
- 10.A.3a** Construct, read and interpret tables, graphs (including circle graphs) and charts to organize and represent data
- 10.A.3b** Compare the mean, median, mode and range, with and without the use of technology
- 10.A.3c** Test the reasonableness of an argument based on data and communicate their findings
- 10.B.3** Formulate questions (e.g., relationships between car age and mileage, average incomes and years of schooling), devise and conduct experiments or simulations, gather data, draw conclusions and communicate results to an audience using traditional methods and contemporary technologies
- 10.C.3a** Determine the probability and odds of events using fundamental counting principles
- 10.C.3b** Analyze problem situations (e.g., board games, grading scales) and make predictions about results

Science

- 11.A.3a** Formulate hypotheses that can be tested by collecting data
- 11.A.3f** Interpret and represent results of analysis to produce findings
- 11.A.3g** Report and display the process and results of a scientific investigation
- 11.B.3f** Using available technology, report the relative success of the design based on the test results and criteria

Social Science

- 14.A.3** Describe how responsibilities are shared and limited by the United States and

Illinois Constitutions and significant court decisions

- 14.B.3** Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions
- 14.C.3** Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation
- 14.D.3** Describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy (e.g., general public opinion, special interest groups, formal parties, media)
- 14.E.3** Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology)
- 14.F.3a** Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights and the Illinois Constitution
- 14.F.3b** Describe how United States political ideas and traditions were instituted in the Constitution and the Bill of Rights
- 15.A.3a** Explain how market prices signal producers about what, how and how much to produce
- 15.A.3b** Explain the relationship between productivity and wages
- 15.A.3c** Describe the relationship between consumer purchases and businesses paying for productive resources
- 15.A.3d** Describe the causes of unemployment (e.g., seasonal fluctuation in demand, changing jobs, changing skill requirements, national spending)
- 15.B.3a** Describe the “market clearing price” of a good or service
- 15.B.3b** Explain the effects of choice and competition on individuals and the economy as a whole

- 15.C.3** Identify and explain the effects of various incentives to produce a good or service
- 15.D.3a** Explain the effects of increasing and declining imports and exports to an individual and to the nation's economy as a whole
- 15.D.3b** Explain how comparative advantage forms the basis for specialization and trade among nations
- 15.D.3c** Explain how workers can affect their productivity through training and by using tools, machinery and technology
- 16.A.3a** Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts)
- 16.A.3c** Identify the differences between historical fact and interpretation
- 16.B.3a (US)** Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period
- 16.B.3b (US)** Explain how and why the colonies fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the United States Constitution
- 16.B.3c (US)** Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions
- 16.B.3d (US)** Describe ways in which the United States developed as a world political power
- 16.B.3a (W)** Compare the political characteristics of Greek and Roman civilizations with non-Western civilizations, including the early Han dynasty and Gupta empire, between 500 BCE and 500 CE
- 16.B.3b (W)** Identify causes and effects of the decline of the Roman empire and other major world political events (e.g., rise of the Islamic empire, rise and decline of the

T'ang dynasty, establishment of the kingdom of Ghana) between 500 CE and 1500 CE

- 16.B.3c (W)** Identify causes and effects of European feudalism and the emergence of nation states between 500 CE and 1500 CE
- 16.B.3d (W)** Describe political effects of European exploration and expansion on the Americas, Asia, and Africa after 1500 CE
- 16.C.3a (US)** Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750
- 16.C.3b (US)** Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present
- 16.C.3c (US)** Describe how economic developments and government policies after 1865 affected the country's economic institutions including corporations, banks and organized labor
- 16.C.3a (W)** Describe major economic trends from 1000 to 1500 CE including long distance trade, banking, specialization of labor, commercialization, urbanization and technological and scientific progress
- 16.C.3b (W)** Describe the economic systems and trade patterns of North America, South America and Mesoamerica before the encounter with the Europeans
- 16.C.3c (W)** Describe the impact of technology (e.g., weaponry, transportation, printing press, microchips) in different parts of the world, 1500 - present
- 16.D.3a (US)** Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19th century
- 16.D.3b (US)** Describe characteristics of different kinds of families in America during the colonial/frontier periods and the 19th century
- 16.D.3 (W)** Identify the origins and analyze

consequences of events that have shaped world social history including famines, migrations, plagues, slave trading

16.E.3a (US) Describe how early settlers in Illinois and the United States adapted to, used and changed the environment prior to 1818

16.E.3b (US) Describe how the largely rural population of the United States adapted, used and changed the environment after 1818

16.E.3c (US) Describe the impact of urbanization and suburbanization, 1850 - present, on the environment

16.E.3a (W) Describe how the people of the Huang He, Tigris-Euphrates, Nile and Indus river valleys shaped their environments during the agricultural revolution, 4000 - 1000 BCE

16.E.3b (W) Explain how expanded European and Asian contacts affected the environment of both continents, 1000 BCE - 1500 CE

17.A.3a Explain how people use geographic markers and boundaries to analyze and navigate the Earth (e.g., hemispheres, meridians, continents, bodies of water)

17.A.3b Explain how to make and use geographic representations to provide and enhance spatial information including maps, graphs, charts, models, aerial photographs, satellite images

17.B.3a Explain how physical processes including climate, plate tectonics, erosion, soil formation, water cycle, and circulation patterns in the ocean shape patterns in the environment and influence availability and quality of natural resources

17.B.3b Explain how changes in components of an ecosystem affect the system overall

17.C.3a Explain how human activity is affected by geographic factors

17.C.3b Explain how patterns of resources are used throughout the world

- 17.C.3c** Analyze how human processes influence settlement patterns including migration and population growth
- 17.D.3a** Explain how and why spatial patterns of settlement change over time
- 17.D.3b** Explain how interactions of geographic factors have shaped present conditions
- 18.A.3** Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture
- 18.B.3a** Analyze how individuals and groups interact with and within institutions (e.g., educational, military)
- 18.B.3b** Explain how social institutions contribute to the development and transmission of culture
- 18.C.3a** Describe ways in which a diverse U.S. population has developed and maintained common beliefs (e.g., life, liberty and the pursuit of happiness; the Constitution and the Bill of Rights)
- 18.C.3b** Explain how diverse groups have contributed to U.S. social systems over time

Physical Development and Health

- 22.B.3** Describe how the individual influences the health and well-being of the workplace and the community (e.g., volunteerism, disaster preparedness, proper care to prevent the spread of illness)
- 22.C.3a** Identify potential environmental conditions that may affect the health of the local community (e.g., pollution, land fill, lead-based paint)
- 22.C.3b** Develop potential solutions to address environmental problems that affect the local community's health
- 24.A.3a** Describe possible causes and consequences of conflict and violence among youth in schools and communities

Social & Emotional Learning

SEL- 3A: Consider ethical, safety, and societal

factors in making decisions

SEL-3B: Apply decision-making skills to deal responsibly with daily academic and social situations

Grades 6-8:

Standard 4: Appreciates literature and other creative expressions of information and pursues information related to personal interests and aesthetic growth

- Strives to be a competent and self-motivated reader
- Develops a background in types of literature and literary elements
- Derives meaning from information presented creatively in a variety of formats
- Seeks information related to personal well-being, such as career interests, community involvement, health matters, and recreational pursuits
- Designs, develops and evaluates information products and solutions related to personal interests

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER
<p>A. Uses both text and visuals to understand literature</p> <p>B. Selects a "Just Right" book independently for personal reading</p> <p>C. Distinguishes between different types and elements of literature</p> <p>D. Analyzes and understands information presented creatively in a variety of non-textual formats</p> <p>E. Seeks information related to personal interests and goals</p> <p>F. Selects resources and materials based on need and appropriateness</p>	<ol style="list-style-type: none"> 1. Applies guidelines for choosing a "Just Right" book during literature selection 2. Reads or listens to traditional world literature/folklore (nursery rhymes, fairy tales, pourquoi tales, trickster tales, fables, tall tales, legends, myths) 3. Reads or listens to types of fiction in picture book and novel format (realistic fiction, historical fiction, fantasy, science fiction) 4. Reads or listens to nonfiction (biography, information books, poetry) 5. Increases understanding of literary elements of plot, character, setting, theme, point of view 6. Increases understanding of literature by participating in discussion 	<p>English</p> <p>1.B.3b Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading</p> <p>1.B.3c Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i>, draw comparisons to other readings)</p> <p>1.B.3d Read age-appropriate material with fluency and accuracy</p> <p>1.C.3a Use information to form, explain and support questions and predictions</p> <p>1.C.3b Interpret and analyze entire narrative text using story elements, point of view and theme</p> <p>1.C.3c Compare, contrast and evaluate ideas and information from various sources and genres</p> <p>1.C.3d Summarize and make generalizations from content and relate them to the purpose of the material</p> <p>1.C.3e Compare how authors and illustrators use text and art across materials to express their ideas (e.g., foreshadowing, flashbacks, color, strong verbs, language that inspires)</p> <p>1.C.3f Interpret tables that display textual information and data in visual formats</p>	<p>2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.</p> <p>2.4.3 Recognize new knowledge and understanding.</p> <p>2.4.4 Develop directions for future investigations.</p> <p>4.1.1 Read, view, and listen for pleasure and personal growth.</p> <p>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</p> <p>4.1.3. Respond to literature and creative expressions of ideas in various formats and genres.</p>

- (opinions & responses, compare/contrast, inferences, predictions)
7. Reads or listens to a variety of authors and illustrators
 8. Engages in an in-depth study of an author's and/or illustrator's body of work
 9. Gains knowledge and appreciation for award-winning literature
 10. Responds to literature by participating in a variety of activities such as storytelling, drama, puppetry, finger plays, songs, poetry, reader's theater or visual arts
 11. Utilizes a variety of formats (magazines, books, non-print, electronic resources, newspapers)
 12. Reads for pleasure, to learn and to solve information needs
 13. Seeks answers to questions
 14. Explores topics of interest
 15. Uses libraries, library resources, the Internet, and other information sources
- 2.A.3a** Identify and analyze a variety of literary techniques (e.g., figurative language, allusion, dialogue, description, word choice, dialect) within classical and contemporary works representing a variety of genres
 - 2.A.3b** Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature
 - 2.A.3c** Identify characteristics and authors of various literary forms (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, science fiction)
 - 2.A.3d** Identify ways that an author uses language structure, word choice and style to convey the author's viewpoint
 - 2.B.3a** Respond to literary material from personal, creative and critical points of view
 - 2.B.3b** Compare and contrast common literary themes across various societies and eras
 - 2.B.3c** Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations
 - 5.A.3a** Identify appropriate resources to solve problems or answer questions through research
 - 5.A.3b** Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources
 - 5.B.3a** Choose and analyze information sources for individual, academic and functional purposes
 - 5.B.3b** Identify, evaluate and cite primary sources
 - 5.C.3a** Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources
 - 5.C.3b** Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research
 - 5.C.3c** Take notes, conduct interviews, organize and report information in oral,
- 4.1.4.** Seek information for personal learning in a variety of formats and genres.
 - 4.1.5.** Connect ideas to own interests and previous knowledge and experience.
 - 4.1.6.** Organize personal knowledge in a way that can be called upon easily.
 - 4.1.7.** Use social networks and information tools to gather and share information.
 - 4.2.1.** Display curiosity by pursuing interests through multiple resources.
 - 4.2.2.** Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.
 - 4.2.3.** Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.
 - 4.2.4.** Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.
 - 4.3.2.** Recognize that resources are created for a variety of purposes.
 - 4.3.3.** Seek opportunities for pursuing personal and aesthetic growth.
 - 4.4.1.** Identify own areas of interest.
 - 4.4.2.** Recognize the limits of own personal knowledge.
 - 4.4.3.** Recognize how to focus the efforts in personal learning.
 - 4.4.4.** Interpret new information based on cultural and social context.
 - 4.4.5.** Develop personal criteria for gauging how effectively own ideas are expressed.
 - 4.4.6.** Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

visual and electronic formats

Math

- 7.C.3a** Construct a simple scale drawing for a given situation
- 7.C.3b** Use concrete and graphic models and appropriate formulas to find perimeters, areas, surface areas and volumes of two- and three-dimensional regions
- 8.B.3** Use graphing technology and algebraic methods to analyze and predict linear relationships and make generalizations from linear patterns
- 8.D.3a** Solve problems using numeric, graphic or symbolic representations of variables, expressions, equations and inequalities
- 9.A.3a** Draw or construct two- and three-dimensional geometric figures including prisms, pyramids, cylinders and cones
- 9.A.3b** Draw transformation images of figures, with and without the use of technology
- 9.A.3c** Use concepts of symmetry, congruency, similarity, scale, perspective, and angles to describe and analyze two- and three-dimensional shapes found in practical applications (e.g., geodesic domes, A-frame houses, basketball courts, inclined planes, art forms, blueprints)
- 9.B.3** Identify, describe, classify and compare two- and three- dimensional geometric figures and models according to their properties
- 9.C.3a** Construct, develop and communicate logical arguments (informal proofs) about geometric figures and patterns
- 10.A.3a** Construct, read and interpret tables, graphs (including circle graphs) and charts to organize and represent data
- 10.B.3** Formulate questions (e.g., relationships between car age and mileage, average incomes and years of schooling), devise and conduct experiments or simulations, gather data, draw conclusions and communicate results to an audience using traditional

methods and contemporary technologies

Physical Development and Health

- 21.A.3c** Remain on task independent of distraction (e.g., peer pressure, environmental stressors)
- 22.A.3b** Identify how positive health practices and relevant health care can help reduce health risks (e.g., proper diet and exercise reduce risks of cancer and heart disease)
- 22.A.3c** Explain routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a pedestrian)
- 22.A.3d** Identify various careers involved in health promotion, health care and injury prevention
- 24.B.3** Apply a decision-making process to an individual health concern

Fine Arts

- 25.A.3d Visual Arts:** Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence
- 25.A.3e Visual Arts:** Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology
- 25.B.3** Compare and contrast the elements and principles in two or more art works that share similar themes
- 26.B.3b Drama:** Demonstrate storytelling, improvising and memorizing scripted material supported by simple aural and visual effects and personal background knowledge needed to create and perform in drama/theatre

Grades 6-8:

Standard 5: Understands and practices Internet safety when using any social electronic media for educational or leisure purposes.

- Practices strategies that promote personal safety and protect online and offline reputation
- Recognizes a variety of networked environments as public places that are governed by codes of behavior
- Knows how to protect electronic devices from harm in an online environment

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER

I SAIL

Standards for Grades 9 - 12

Grades 9-12:

Standard 1: Accesses information efficiently and effectively to inquire, think critically, and gain knowledge

- Recognizes the need for information
- Formulates questions based on information needs
- Identifies a variety of potential sources of information
- Develops and uses successful strategies for locating information
- Seeks information from diverse sources, contexts, disciplines and cultures

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER
<p>A. Understands scope, depth and potential usefulness of more advanced, sophisticated and diverse resources</p> <p>B. Develops and executes successful strategies to access information efficiently and effectively</p>	<ol style="list-style-type: none"> 1. Articulates an information need 2. Formulates questions to refine an information need 3. Develops purpose or thesis statement 4. Identifies potential print and/or non-print sources of information 5. Identifies and uses various strategies and techniques to execute and refine successful searches 6. Navigates within print and electronic resources effectively and independently 	<p>English</p> <p>1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources</p> <p>1.B.5a Relate reading to prior knowledge and experience and make connections to related information</p> <p>1.B.4c & d Read age-appropriate material with fluency and accuracy</p> <p>1.B.5c Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work</p> <p>1.C.4c Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal)</p> <p>1.C.5c Critically evaluate information from multiple sources</p> <p>5.A.4a Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g. notes, planning sheets)</p> <p>5.A.5a Develop a research plan using multiple forms of data</p> <p>5.A.4b Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.</p> <p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.3 Develop and refine a range of questions to frame the search for new understanding.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</p> <p>1.1.9 Collaborate with others to broaden and deepen understanding.</p>

sources

- 5.A.5b** Research, design and present a project to an academic, business or school community audience on a topic selected from among contemporary issues
- 5.B.4a** Choose and evaluate primary and secondary sources (print and non print) for a variety of purposes
- 5.B.5a** Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms
- 5.B.4b** Use multiple sources and multiple formats; cite according to standard style manuals
- 5.B.5b** Credit primary and secondary sources in a form appropriate for presentation or publication for a particular audience
- 5.C.4a** Plan, compose, edit and revise information (e.g., brochures, formal reports, proposals, research summaries, analyses, editorials, articles, overheads, multimedia displays) for presentation
- 5.C.5a** Using contemporary technology, create a research presentation or prepare a documentary related to academic, technical or occupational topics and present the findings in oral or multimedia formats
- 5.C.4b** Produce oral presentations and written documents using supportive research and incorporating contemporary technology
- 5.C.5b** Support and defend a thesis statement using various references including media and electronic resources
- 5.C.4c** Prepare for and participate in formal debates

Math

- 10.B.4** Design and execute surveys or experiments, gather data to answer relevant questions, and communicate results and conclusions to an audience using traditional methods and contemporary technology

- 1.2.1** Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
- 1.2.2** Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
- 1.2.3** Demonstrate creativity by using multiple resources and formats.
- 1.2.4** Maintain a critical stance by questioning the validity and accuracy of all information.
- 1.2.5** Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
- 1.2.6** Display emotional resilience by persisting in information searching despite challenges.
- 1.2.7** Display persistence by continuing to pursue information to gain a broad perspective.
- 1.3.1** Respect copyright/intellectual property rights of creators and producers.
- 1.3.2** Seek divergent perspectives during information gathering and assessment.
- 1.3.3** Follow ethical and legal guidelines in gathering and using information.
- 1.3.4** Contribute to the exchange of ideas within the learning community.
- 1.3.5** Use information technology responsibly.
- 1.4.1** Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
- 1.4.2** Use interaction with and feedback from teachers and peers to guide own inquiry process.
- 1.4.3** Monitor gathered information, and assess for gaps and weaknesses.
- 1.4.4** Seek appropriate help when it is needed.

10.B.5 Design a statistical experiment to answer a question about a realistic situation, conduct the experiment, use statistics to interpret the data, and communicate the results, individually and as members of a team

Social Sciences

15.A.4B Describe Gross Domestic Product (GDP)

15.D.4B Describe the relationships between the availability and price of a nation's resources and its comparative advantage in relation to other nations

15.D.4C Describe the impact of worker productivity (output per worker) on business, the worker and the consumer

15.E.4A Explain why government may intervene in a market economy

15.E.4B Describe social and environmental benefits and consequences of production and consumption

15.E.5B Describe how fiscal, monetary and regulatory policies affect overall levels of employment, output and consumption

15.E.5C Describe key schools of thought (e.g., classical, Keynesian, monetarist, supply-side) and explain their impact on government policies

16.B.4US Identify political ideas that have dominated United States historical eras (e.g., Federalist, Jacksonian, Progressivist, New Deal, New Conservative)

16.B.5AUS Describe how modern political positions are affected by differences in ideologies and viewpoints that have developed over time (e.g., political parties' positions on government intervention in the economy)

16.B.4AW Identify political ideas that began during the Renaissance & the Enlightenment and that persist today (e.g., church/state relationships)

16.B.4BW Identify political ideas from the early

modern historical era to the present which have had worldwide impact (e.g., nationalism/Sun Yat-Sen, non-violence/Ghandi, independence/Kenyatta)

- 16.B.5BW** Describe how tensions in the modern world are affected by different political ideologies, including democracy and totalitarianism
- 16.C.4C US** Describe how American economic institutions were shaped by industrialists, union leaders and groups, including Southern migrants, Dust Bowl refugees, agricultural workers from Mexico and female workers since 1914
- 16.C.4A W** Describe the growing dominance of American and European capitalism and their institutions after 1500
- 16.C.5B W** Describe how historical trends in population, urbanization, economic development and technological advancements have caused change in world economic systems
- 16.C.4C W** Describe the impact of key individuals/ideas from 1500 - present, including Adam Smith, Karl Marx and John Maynard Keynes
- 16.C.4D W** Describe how the maturing economies of Western Europe and Japan led to colonialism and imperialism
- 16.D.4A US** Describe the immediate and long-range social impacts of slavery
- 16.D.4B US** Describe unintended social consequences of political events in United States history (e.g., Civil War/emancipation, National Defense Highway Act/decline of inner cities, Vietnam War/anti-government activity)
- 16.D.4W** Identify significant events and developments since 1500 that altered world social history in ways that persist today, including colonization, Protestant Reformation, industrialization, the rise of technology and human rights movements
- 16E.4AUS** Describe the causes and effects of

conservation and environmental movements in the United States, 1900 - present

16.E.4BUS Describe different and sometimes competing views, as substantiated by scientific fact, that people in North America have historically held towards the environment (e.g., private and public land ownership and use, resource use vs. preservation)

16.E.4AW Describe how cultural encounters among peoples of the world (e.g., Columbian exchange, opening of China and Japan to external trade, building of Suez canal) affected the environment, 1500 - present

16.E.4BW Describe how migration has altered the world's environment since 1450

17.C.5B Describe the impact of human migrations and increased urbanization on ecosystems

17.C.5C Describe geographic factors that affect cooperation and conflict among societies

Grades 9-12:

Standard 2: Evaluates information critically and competently to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge

- Determines accuracy, relevance, and comprehensiveness
- Distinguishes among fact, point of view, and opinion
- Identifies inaccurate and misleading information
- Selects information appropriate to the problem or question at hand

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER
<p>A. Identify main, supporting, and conflicting information using multiple sources to support interpretation or point of view.</p> <p>B. Critically examine and analyze relevant information from a variety of sources to discover relationships and patterns among ideas</p>	<ol style="list-style-type: none"> 1. Reads, views, listens to information critically 2. Applies evaluative criteria to print and/or non-print materials to determine the relative value of the information: relevancy, suitability, authority, objectivity, currency 3. Identifies information relevant and essential to the information need 4. Uses paraphrasing, highlighting or other extraction techniques or strategies to identify and record relevant information 5. Combine ideas and information to develop and demonstrate new understanding 6. Works with others to select, organize, and integrate information and ideas from a variety of sources and formats. 	<p>English</p> <p>1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.</p> <p>1.B.5a Relate reading to prior knowledge and experience and make connections to related information</p> <p>1.B.5c Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work</p> <p>1.C.4b Explain and justify an interpretation of a text</p> <p>1.C.5b Analyze and defend an interpretation of text</p> <p>1.C.4c Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal)</p> <p>1.C.5c Critically evaluate information from multiple sources</p> <p>5.A.4a Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets)</p> <p>5.A.5a Develop a research plan using multiple forms of data</p> <p>5.A.4b Design and present a project (e.g.,</p>	<p>2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.</p> <p>2.1.4 Use technology and other information tools to analyze and organize information.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions</p>

7. Use technology tools, online environments, and other collaborative tools to create and share information
 8. Cites all sources used according to style formats.
- 5.A.5b** Research, design and present a project to an academic, business or school community audience on a topic selected from among contemporary issues
 - 5.B.4a** Choose and evaluate primary and secondary sources (print and nonprint) for a variety of purposes
 - 5.B.5a** Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms
 - 5.B.4b** Use multiple sources and multiple formats; cite according to standard style manuals
 - 5.B.5b** Credit primary and secondary sources in a form appropriate for presentation or publication for a particular audience
 - 5.C.4a** Plan, compose, edit and revise information (e.g., brochures, formal reports, proposals, research summaries, analyses, editorials, articles, overheads, multimedia displays) for presentation to an audience
 - 5.C.5a** Using contemporary technology, create a research presentation or prepare a documentary related to academic, technical or occupational topics and present the findings in oral or multimedia formats
 - 5.C.4b** Produce oral presentations and written documents using supportive research and incorporating contemporary technology
 - 5.C.5b** Support and defend a thesis statement using various references including media and electronic resources
 - 5.C.4c** Prepare for and participate in formal debates

Math

- 6.C.4** Determine whether exact values or approximations are appropriate (e.g., bid a

- and test them against the evidence.
- 2.2.3** Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.
- 2.2.4** Demonstrate personal productivity by completing products to express learning.
- 2.3.1** Connect understanding to the real world.
- 2.3.2** Consider diverse and global perspectives in drawing conclusions.
- 2.3.3** Use valid information and reasoned conclusions to make ethical decisions.
- 2.4.1** Determine how to act on information (accept, reject, modify).
- 2.4.2** Reflect on systematic process, and assess for completeness of investigation.
- 2.4.3** Recognize new knowledge and understanding.
- 2.4.4** Develop directions for future investigations.
- 3.4.1** Access the process by which learning was achieved in order to revise strategies and learn more effectively in the future

- job, determine gas mileage for a trip)
- 6.C.5** Determine the level of accuracy needed for computations involving measurement and irrational numbers
 - 7.B.4** Estimate and measure the magnitude and directions of physical quantities (e.g., velocity, force, slope) using rulers, protractors and other scientific instruments including timers, calculators and computers
 - 7.B.5** Estimate perimeter, area, volume, and capacity of irregular shapes, regions and solids and explain the reasoning supporting the estimate
 - 7.C.5a** Use dimensional analysis to determine units and check answers in applied measurement problems
 - 7.C.5b** Determine how changes in one measure may affect other measures (e.g., what happens to the volume and surface area of a cube when the side of the cube is halved)
 - 8.C.4a** Analyze and report the effects of changing coefficients, exponents and other parameters on functions and their graphs
 - 9.B.4** Recognize and apply relationships within and among geometric figures
 - 9.B.5** Construct and use two- and three-dimensional models of objects that have practical applications (e.g., blueprints, topographical maps, scale models)
 - 9.C.4a** Construct and test logical arguments for geometric situations using technology where appropriate
 - 9.C.5a** Perform and describe an original investigation of a geometric problem and verify the analysis and conclusions to an audience
 - 9.C.4b** Construct and communicate convincing arguments for geometric situations
 - 9.D.4** Analyze and solve problems involving triangles (e.g., distances which cannot be measured directly) using trigonometric ratios
 - 10.A.4b** Analyze data using mean, median,

mode, range, variance and standard deviation of a data set, with and without the use of technology

- 10.A.4c** Predict from data using interpolation, extrapolation and trend lines, with and without the use of technology
- 10.B.4** Design and execute surveys or experiments, gather data to answer relevant questions, and communicate results and conclusions to an audience using traditional methods and contemporary technology
- 10.B.5** Design a statistical experiment to answer a question about a realistic situation, conduct the experiment, use statistics to interpret the data, and communicate the results, individually and as members of a team
- 10.C.4a** Solve problems of chance using the principles of probability including conditional settings
- 10.C.5a** Compute conditional probabilities and the probabilities of independent events
- 10.C.4b** Design and conduct simulations (e.g., waiting times at restaurant, probabilities of births, likelihood of game prizes), with and without the use of technology
- 10.C.5b** Compute probabilities in counting situations involving permutations and combinations
- 10.C.5c** Make predictions using probabilities associated with normally distributed events

Science

- 13.B.4b** Analyze a particular occupation to identify decisions that may be influenced by a knowledge of science
- 13.B.5b** Analyze and describe the processes and effects of scientific and technological breakthroughs
- 13.B.4c** Analyze ways that resource management and technology can be used to accommodate population trends

13.B.5c Design and conduct an environmental impact study, analyze findings and justify recommendations

Social Science

15.A.4A Explain how national economies vary in the extent that government and private markets help allocate goods, services and resources

15.A.5A Explain the impact of various determinants of economic growth (e.g., investments in human/physical capital, research and development, technological change) on the economy

15.C.5A Explain how competition is maintained in the United States economy and how the level of competition varies in differing market structures (e.g., monopoly, oligopoly, monopolistic and perfect competition)

15.C.4B Explain the importance of research, development, invention, technology and entrepreneurship to the United States economy

15.C.5B Explain how changes in non-price determinants of supply (e.g., number of producers) affect producer decisions

15.C.5C Explain how government intervention with market prices can cause shortages or surpluses of a good or service (e.g., minimum wage policies, rent freezes, farm subsidies)

15.D.4A Explain the meaning and importance of “balance of trade” and how trade surpluses and deficits between nations are determined

15.D.5A Explain how transaction costs affect decisions to produce or consume

15.D.5C Explain how technology has affected trade in the areas of transportation, communication, finance and manufacturing

15.E.5A Explain how and why government redistributes income in the economy

16.A.4B Compare competing historical inter-

pretations of an event

- 16.A.5B** Explain the tentative nature of historical interpretations
- 16.C.4AUS** Explain how trade patterns developed between the Americas and the rest of the global economy, 1500 - 1840
- 16.C.5AW** Explain how industrial capitalism became the dominant economic model in the world
- 16.C.4BW** Compare socialism and communism in Europe, America, Asia and Africa after 1815 CE
- 17.B.4A** Explain the dynamic interactions within and among the Earth's physical systems, including variation, productivity and constructive and destructive processes
- 17.C.4A** Explain the ability of modern technology to alter geographic features and the impacts of these modifications on human activities
- 17.C.5A** Compare resource management methods and policies in different regions of the world
- 17.C.4C** Explain how places with various population distributions function as centers of economic activity (e.g., rural, suburban, urban)
- 17.D.4** Explain how processes of spatial change have affected human history (e.g., resource development and use, natural disasters)
- 18.A.5** Compare ways in which social systems are affected by political, environmental, economic and technological changes

Physical Development and Health

- 21.A.4a** Demonstrate decision-making skills both independently and with others during physical activities
- 21.A.5** 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)
- 21.B.4** Work cooperatively with others to

achieve group goals in competitive and non-competitive situations (e.g., challenge course, orienteering)

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

24.A.4b Formulate strategies to prevent conflict and resolve differences

Grades 9-12:

Standard 3: Uses information accurately, creatively, and ethically to share knowledge and participate ethically and productively as members of our democratic society

- Organizes information for practical application
- Integrates new information into one's own knowledge
- Produces and communicates information and ideas in appropriate formats
- Devises strategies for revising and improving process and product
- Practices ethical behavior in regard to information and information technology (including freedom of speech, censorship, copyright and plagiarism)

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER
<p>A. Organizes and synthesizes information from multiple sources</p> <p>B. Creates and effectively communicates information and ideas to others</p> <p>C. Understands and respects the concepts of intellectual freedom, intellectual property and plagiarism</p>	<ol style="list-style-type: none"> Analyzes information and identifies topics, subtopics and relationships Organizes information in a logical sequence Selects an appropriate format for communicating ideas Develops a formal outline or storyboard Creates a product that clearly expresses ideas Uses appropriate resources and technology in creating products Revises and refines as necessary Presents, performs or shares information and ideas successfully Evaluates product or presentation Does not plagiarize Observes copyright guidelines 	<p>English</p> <p>1.A.5b Analyze the meaning of abstract concepts and the effects of particular word and phrase choices</p> <p>1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources</p> <p>1.B.5a Relate reading to prior knowledge and experience and make connections to related information</p> <p>1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect</p> <p>1.B.5b Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts</p> <p>1.B.4c Read age-appropriate material with fluency and accuracy</p> <p>1.B.5c Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work</p> <p>1.B.5d Read age-appropriate material with fluency and accuracy</p> <p>1.C.4b Explain and justify an interpretation of</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.</p> <p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>2.3.1 Connect understanding to the real world.</p> <p>2.3.2 Consider diverse and global perspectives in drawing conclusions.</p> <p>2.3.3 Use valid information and reasoned conclusions to make ethical decisions.</p> <p>2.4.3 Recognize new knowledge and understanding.</p> <p>3.1.1 Conclude an inquiry-based research</p>

12. Cites print and non-print sources in a properly formatted bibliography	a text 1.C.5b Analyze and defend an interpretation of text	process by sharing new understandings and reflecting on the learning.
13. Respects intellectual freedom and recognizes various viewpoints	1.C.4c Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal)	3.1.2 Participate and collaborate as members of a social and intellectual network of learners.
14. Understands and follows Internet safety guidelines in regards to social networking sites, e-mail, chat applications, bulletin boards, etc...	1.C.5c Critically evaluate information from multiple sources	3.1.3 Use writing and speaking skills to communicate new understandings effectively.
15. Reports and/or avoids harassing, deceptive, fraudulent, or illegal resources and communication	1.C.4f Interpret tables, graphs and maps in conjunction with related text.	3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
	1.C.5f Use tables, graphs and maps to challenge arguments, defend conclusions and persuade others	3.1.5 Connect learning to community issues.
	2.B.4a Critique ideas and impressions generated by oral, visual, written and electronic materials	3.1.6 Use information and technology ethically and responsibly.
	2.B.5a Analyze and express an interpretation of a literary work	3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
	3.A.4 Use standard English to edit documents for clarity, subject/verb agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication	3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
	3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences	3.2.3 Demonstrate teamwork by working productively with others.
	3.B.4a Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence	3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
	3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence	3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.
	3.B.4b Produce, edit, revise and format work for submission and/or publication (e.g.,	3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.
		3.3.4 Create products that apply to authentic, real-world contexts.
		3.3.5 Contribute to the exchange of ideas within and beyond the learning community.
		3.3.6 Use information and knowledge in the service of democratic values.
		3.3.7 Respect the principles of intellectual freedom.
		3.4.2 Assess the quality and effectiveness of the learning product.

- manuscript form, appropriate citation of sources) using contemporary technology
- 3.B.4c** Evaluate written work for its effectiveness and make recommendations for its improvement
- 3.C.4a** Write for real or potentially real situations in academic, professional and civic contexts (e.g., college applications, job applications, business letters, petitions)
- 3.C.5a** Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation
- 3.C.4b** Using available technology, produce compositions and multimedia works for specified audiences
- 3.C.5b** Write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resume, petitions)
- 4.A.4a** Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews)
- 4.A.4b** Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages)
- 4.A.5b** Use techniques for analysis, synthesis, and evaluation of oral messages
- 4.B.4a** Deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence
- 4.B.5a** Deliver planned and impromptu oral
- 3.4.3** Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.
- 4.1.6** Organize personal knowledge in a way that can be called upon easily.
- 4.2.3** Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.
- 4.3.1** Participate in the social exchange of ideas, both electronically and in person.
- 4.3.4** Practice safe and ethical behaviors in personal electronic communication and interaction
- 4.4.5** Develop personal criteria for gauging how effectively own ideas are expressed.

presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology

4.B.4d Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict

4.B.5d Use verbal and nonverbal strategies to maintain communication and to resolve individual, group and workplace conflict (e.g., mediation skills, formal and informal bargaining skills)

5.A.4a Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets)

5.A.5a Develop a research plan using multiple forms of data

5.A.4b Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources

5.A.5b Research, design and present a project to an academic, business or school community audience on a topic selected from among contemporary issues

5.B.4a Choose and evaluate primary and secondary sources (print and nonprint) for a variety of purposes

5.B.5a Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms

5.B.4b Use multiple sources and multiple formats; cite according to standard style manuals

5.B.5b Credit primary and secondary sources in a form appropriate for presentation or publication for a particular audience

5.C.4a Plan, compose, edit and revise information (e.g., brochures, formal

reports, proposals, research summaries, analyses, editorials, articles, overheads, multimedia displays) for presentation to an audience

5.C.5a Using contemporary technology, create a research presentation or prepare a documentary related to academic, technical or occupational topics and present the findings in oral or multimedia formats

5.C.4b Produce oral presentations and written documents using supportive research and incorporating contemporary technology

5.C.5b Support and defend a thesis statement using various references including media and electronic resources

Math

7.A.4a Apply units and scales to describe and compare numerical data and physical objects

7.A.5 Apply nonlinear scales (e.g., Richter, decibel, pH) to solve practical problems

7.A.4b Apply formulas in a wide variety of theoretical and practical real-world measurement applications involving perimeter, area, volume, angle, time, temperature, mass, speed, distance, density and monetary values

7.B.5 Estimate perimeter, area, volume, and capacity of irregular shapes, regions and solids and explain the reasoning supporting the estimate

7.C.4a Make indirect measurements, including heights and distances, using proportions (e.g., finding the height of a tower by its shadow)

7.C.4c Convert within and between measurement systems and monetary systems using technology where appropriate

8.A.4b Represent mathematical patterns and describe their properties using variables and mathematical symbols

- 8.A.5** Solve mathematical problems involving recursive patterns and use models that employ such relationships
- 8.B.4a** Represent algebraic concepts with physical materials, words, diagrams, tables, graphs, equations and inequalities and use appropriate technology
- 8.B.4b** Use the basic functions of absolute value, square root, linear, quadratic and step to describe numerical relationships
- 8.B.5** Use functions including exponential, polynomial, rational, parametric, logarithmic, and trigonometric to describe numerical relationships
- 8.C.5** Use polynomial, exponential, logarithmic and trigonometric functions to model situations
- 8.D.4** Formulate and solve linear and quadratic equations and linear inequalities algebraically and investigate nonlinear inequalities using graphs, tables, calculators and computers
- 8.D.5** Formulate and solve nonlinear equations and systems including problems involving inverse variation and exponential and logarithmic growth and decay
- 9.A.4a** Construct a model of a three-dimensional figure from a two-dimensional pattern
- 9.A.4b** Make perspective drawings, tessellations and scale drawings, with and without the use of technology
- 9.A.5** Use geometric figures and their properties to solve problems in the arts, the physical and life sciences and the building trades, with and without the use of technology
- 9.C.4b** Construct and communicate convincing arguments for geometric situations
- 9.C.4c** Develop and communicate mathematical proofs (e.g., two-column, paragraph, indirect) and counter examples for geometric statements

- 9.C.5a** Perform and describe an original investigation of a geometric problem and verify the analysis and conclusions to an audience
- 9.C.5b** Apply physical models, graphs, coordinate systems, networks and vectors to develop solutions in applied contexts (e.g., bus routing, areas of irregular shapes, describing forces and other physical quantities)
- 9.D.5** Analyze and solve problems involving periodic patterns (e.g., sound waves, tide variations) using circular functions and communicate results orally and in writing
- 10.A.4a** Represent and organize data by creating lists, charts, tables, frequency distributions, graphs, scatterplots and box-plots
- 10.A.5** Construct a statistics-based presentation, individually and as members of a team, to communicate and justify the results of a project
- 10.B.4** Design and execute surveys or experiments, gather data to answer relevant questions, and communicate results and conclusions to an audience using traditional methods and contemporary technology
- 10.B.5** Design a statistical experiment to answer a question about a realistic situation, conduct the experiment, use statistics to interpret the data, and communicate the results, individually and as members of a team

Science

- 11.A.4a** Formulate hypotheses referencing prior research and knowledge
- 11.A.5a** Formulate hypotheses referencing prior research and knowledge
- 11.A.4f** Using available technology, report, display and defend to an audience conclusions drawn from investigations
- 11.B.4f** Evaluate the test results based on

established criteria, note sources of error and recommend improvements

11.B.5f Using available technology, prepare and present findings of the tested design solution to an audience that may include professional and technical experts

11.B.4g Using available technology, report to an audience the relative success of the design based on the test results and criteria

Social Science

14.A.4 Analyze how local, state and national governments serve the purposes for which they were created

14.A.5 Analyze ways in which federalism protects individual rights and promotes the common good and how at times has made it possible for states to protect and deny rights for certain groups

14.B.4 Compare the political systems of the United States to other nations

14.B.5 Analyze similarities and differences among world political systems (e.g., democracy, socialism, communism)

14.C.4 Describe the meaning of participatory citizenship (e.g., volunteerism, voting) at all levels of government and society in the United States

14.C.5 Analyze the consequences of participation and non-participation in the electoral process (e.g., women's suffrage, voter registration, effects of media)

14.D.4 Analyze roles and influences of individuals, groups and media in shaping current debates on state and national policies

14.D.5 Interpret a variety of public policies and issues from the perspectives of different individuals and groups

14.E.4 Analyze historical trends of United States foreign policy (e.g., emergence as a world leader - military, industrial, financial)

- 14.E.5** Analyze relationships and tensions among members of the international community
- 14.F.4A** Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War)
- 14.F.5** Interpret how changing geographical, economic, technological and social forces affect United States political ideas and traditions (e.g., freedom, equality and justice, individual rights)
- 14.F.4B** Describe how United States' political ideas, practices and technologies have extended rights for Americans in the 20th century (e.g., suffrage, civil rights, motor-voter registration)
- 15.A.5B** Analyze the impact of economic growth
- 15.A.4C** Analyze the impact of inflation on an individual and the economy as a whole
- 15.A.5C** Analyze the impact of various determinants on the levels of GDP (e.g., quantity/quality of natural/capital resources, size/skills of the labor force)
- 15.B.5A** Analyze the impact of changes in non-price determinants (e.g., changes in consumer income, changes in tastes and preferences) on consumer demand
- 15.B.4B** Analyze the impact of current events (e.g., weather/natural disasters, wars) on consumer prices
- 15.B.5B** Analyze how inflation and interest rates affect consumer purchasing power
- 15.B.5C** Analyze elasticity as it applies to supply and demand and consumer decisions
- 15.C.4A** Analyze the impact of political actions and natural phenomena (e.g., wars, legislation, natural disaster) on producers and production decisions
- 15.D.5B** Analyze why trade barriers and exchange rates affect the flow of goods and services among nations

- 15.E.4C** Analyze the relationship between a country's science/technology policies and its level and balance of trade
- 16.A.4A** Analyze and report historical events to determine cause-and-effect relationships
- 16.A.5A** Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings)
- 16.B.5BUS** Analyze how United States political history has been influenced by the nation's economic, social and environmental history
- 16.B.5AW** Analyze worldwide consequences of isolated political events, including the events triggering the Napoleonic Wars and World Wars I and II
- 16.B.5CW** Analyze the relationship of an issue in world political history to the related aspects of world economic, social and environmental history
- 16.C.5AUS** Analyze how and why the role of the United States in the world economy has changed since World War II
- 16.C.4BUS** Analyze the impact of westward expansion on the United States economy
- 16.C.5BUS** Analyze the relationship between an issue in United States economic history and the related aspects of political, social and environmental history
- 16.C.5CW** Analyze the relationship between an issue in world economic history and the related aspects of political, social and environmental history
- 16.D.5US** Analyze the relationship between an issue in United States social history and the related aspects of political, economic and environmental history
- 16.D.5W** Analyze the relationship between an issue in world social history and the related aspects of political, economic and environmental history

- 16.E.5AUS** Analyze positive and negative aspects of human effects on the environment in the United States, including damming rivers, fencing prairies and building cities
- 16.E.5BUS** Analyze the relationship between an issue in United States environmental history and the related aspects of political, economic and social history
- 16.E.5AW** Analyze how technological and scientific developments have affected human productivity, human comfort and the environment
- 16.E.5BW** Analyze the relationship between an issue in world environmental history and the related aspects of political, economic and social history
- 17.A.5** Demonstrate how maps, other geographic instruments and technologies are used to solve spatial problems (e.g., land use, ecological concerns).
- 17.A.4B** Use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth
- 17.B.5** Analyze international issues and problems using ecosystems and physical geography concepts
- 17.B.4B** Analyze trends in world demographics as they relate to physical systems
- 17.C.4B** Analyze growth trends in selected urban areas as they relate to geographic factors
- 17.D.5** Analyze the historical development of a current issue involving the interaction of people and geographic factors (e.g., mass transportation, changes in agricultural subsidies, flood control)
- 18.A.4** Analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies
- 18.B.4** Analyze various forms of institutions (e.g., educational, military, charitable, governmental)

- 18.B.5** Use methods of social science inquiry (pose questions, collect and analyze data, make and support conclusions with evidence, report findings) to study the development and functions of social systems and report conclusions to a larger audience
- 18.C.4A** Analyze major cultural exchanges of the past (e.g., Colombian exchange, the Silk Road, the Crusades)
- 18.C.5** Analyze how social scientists' interpretations of societies, cultures and institutions change over time
- 18.C.4B** Analyze major contemporary cultural exchanges as influenced by worldwide communications

Physical Development and Health

- 22.B.4** Explain social and economic effects of health problems on individuals and society (e.g., cost of health care, reduction in productivity)
- 22.B.5** 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)
- 22.C.4** Analyze how environmental conditions can affect health on a large scale (e.g., acid rain, oil spills, solid waste contamination, nuclear leaks, ozone depletion)
- 22.C.5** 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)
- 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.5** Compare and contrast strategies to prevent conflict and resolve differences

Social & Emotional Learning

SEL- 3A: Consider ethical, safety, and societal factors in making decisions

SEL-3B: Apply decision-making skills to deal responsibly with daily academic and social situations

Grades 9-12:

Standard 4: Appreciates literature and other creative expressions of information and pursues information related to personal interests and aesthetic growth

- Is a competent and self-motivated reader
- Develops a background in types of literature and literary elements
- Derives meaning from information presented creatively in a variety of formats
- Seeks information related to personal well-being, such as career interests, community involvement, health matters, and recreational pursuits
- Designs, develops and evaluates information products and solutions related to personal interests

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER
<p>A. Uses both text and visuals to understand literature</p> <p>B. Selects a "just right" book independently for personal reading</p> <p>C. Distinguishes between different types and elements of literature</p> <p>D. Analyzes and understands information presented creatively in a variety of non-textual formats</p> <p>E. Seeks information related to personal interests</p> <p>F. Selects resources and materials based on interest, need and appropriateness</p>	<ol style="list-style-type: none"> 1. Applies guidelines for choosing a "just right" book during literature selection 2. Reads or listens to traditional world literature/folklore (nursery rhymes, fairy tales, pourquoi tales, trickster tales, fables, tall tales, legends, myths) 3. Reads or listens to types of fiction in picture book and novel format (realistic fiction, historical fiction, fantasy, science fiction) 4. Reads or listens to nonfiction (biography, information books, poetry) 5. Increases understanding of literary elements of plot, character, setting, theme, point of view 6. Increases understanding of literature by participating in discussion 	<p>English</p> <p>1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources</p> <p>1.B.5a Relate reading to prior knowledge and experience and make connections to related information</p> <p>1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect</p> <p>1.B.5b Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts</p> <p>1.B.4c Read age-appropriate material with fluency and accuracy</p> <p>1.B.5c Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work</p> <p>1.B.5d Read age-appropriate material with fluency and accuracy</p> <p>1.C.4a Use questions and predictions to guide reading</p> <p>1.C.5a Use questions and predictions to guide reading across complex materials</p> <p>1.C.4b Explain and justify an interpretation of a</p>	<p>2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.</p> <p>2.4.3 Recognize new knowledge and understanding.</p> <p>2.4.4 Develop directions for future investigations.</p> <p>4.1.1 Read, view, and listen for pleasure and personal growth.</p> <p>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>

- (opinions & responses, compare/contrast, inferences, predictions)
7. Reads or listens to a variety of authors and illustrators
 8. Engages in an in-depth study of an author's and/or illustrator's body of work
 9. Is acquainted with award-winning literature
 10. Responds to literature by participating in a variety of activities such as storytelling, drama, puppetry, finger plays, songs, poetry, reader's theater or visual arts
 11. Utilizes a variety of formats (magazines, books, non-print, electronic resources, newspapers)
 12. Reads for pleasure, to learn and to solve information needs
 13. Seeks answers to questions
 14. Explores topics of interest
 15. Uses libraries, library resources, the Internet, and other information sources Is introduced to a variety of formats (magazines, books, non-print, electronic resources, newspapers)
- text
- 1.C.5b** Analyze and defend an interpretation of text
 - 1.C.4c** Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal)
 - 1.C.5c** Critically evaluate information from multiple sources
 - 1.C.4d** Summarize and make generalizations from content and relate them to the purpose of the material
 - 1.C.5d** Summarize and make generalizations from content and relate them to the purpose of the material
 - 1.C.4e** Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view)
 - 1.C.5e** Evaluate how authors and illustrators use text and art across materials to express their ideas (e.g., complex dialogue, persuasive techniques)
 - 1.C.4f** Interpret tables, graphs and maps in conjunction with related text
 - 1.C.5f** Use tables, graphs and maps to challenge arguments, defend conclusions and persuade others
 - 2.A.4a** Analyze and evaluate the effective use of literary techniques (e.g., figurative language, allusion, dialogue, description, symbolism, word choice, dialect) in classic and contemporary literature representing a variety of forms and media
 - 2.A.5a** Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness)
 - 2.A.4b** Explain relationships between and among literary elements including character, plot, setting, theme, conflict and resolution and their influence on the
- 4.1.4** Seek information for personal learning in a variety of formats and genres.
 - 4.1.5** Connect ideas to own interests and previous knowledge and experience.
 - 4.1.6** Organize personal knowledge in a way that can be called upon easily.
 - 4.1.7** Use social networks and information tools to gather and share information.
 - 4.2.1** Display curiosity by pursuing interests through multiple resources.
 - 4.2.2** Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.
 - 4.2.3** Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.
 - 4.2.4** Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.
 - 4.3.2** Recognize that resources are created for a variety of purposes.
 - 4.3.3** Seek opportunities for pursuing personal and aesthetic growth.
 - 4.4.1** Identify own areas of interest.
 - 4.4.2** Recognize the limits of own personal knowledge.
 - 4.4.3** Recognize how to focus the efforts in personal learning.
 - 4.4.4** Interpret new information based on cultural and social context.
 - 4.4.5** Develop personal criteria for gauging how effectively own ideas are expressed.
 - 4.4.6** Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

- effectiveness of the literary piece
- 2.A.5b** Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece
 - 2.A.4c** Describe relationships between the author's style, literary form (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, essays) and intended effect on the reader
 - 2.A.5c** Analyze the development of form (e.g., short stories, essays, speeches, poetry, plays, novels) and purpose in American literature and literature of other countries
 - 2.A.4d** Describe the influence of the author's language structure and word choice to convey the author's viewpoint
 - 2.A.5d** Evaluate the influence of historical context on form, style and point of view for a variety of literary works
 - 2.B.4a** Critique ideas and impressions generated by oral, visual, written and electronic materials
 - 2.B.5a** Analyze and express an interpretation of a literary work
 - 2.B.4b** Analyze form, content, purpose and major themes of American literature and literature of other countries in their historical perspectives
 - 2.B.5b** Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives
 - 2.B.4c** Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature
 - 5.A.4a** Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets)
 - 5.A.5a** Develop a research plan using multiple forms of data
 - 5.A.4b** Design and present a project (e.g., research report, scientific study, career/higher education opportunities)

using various formats from multiple sources

- 5.A.5b** Research, design and present a project to an academic, business or school community audience on a topic selected from among contemporary issues
- 5.B.4a** Choose and evaluate primary and secondary sources (print and non print) for a variety of purposes
- 5.B.5a** Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms
- 5.B.4b** Use multiple sources and multiple formats; cite according to standard style manuals
- 5.B.5b** Credit primary and secondary sources in a form appropriate for presentation or publication for a particular audience
- 5.C.4a** Plan, compose, edit and revise information (e.g., brochures, formal reports, proposals, research summaries, analyses, editorials, articles, overheads, multimedia displays) for presentation to an audience
- 5.C.5a** Using contemporary technology, create a research presentation or prepare a documentary related to academic, technical or occupational topics and present the findings in oral or multimedia formats
- 5.C.4b** Produce oral presentations and written documents using supportive research and incorporating contemporary technology
- 5.C.5b** Support and defend a thesis statement using various references including media and electronic resources
- 5.C.4c** Prepare for and participate in formal debates

Math

- 6.A.5** Perform addition, subtraction and multiplication of complex numbers and graph the results in the complex plane
- 6.B.4** Select and use appropriate arithmetic

operations in practical situations including calculating wages after taxes, developing a budget and balancing a checkbook

6.C.4 Determine whether exact values or approximations are appropriate (e.g., bid a job, determine gas mileage for a trip)

6.C.5 Determine the level of accuracy needed for computations involving measurement and irrational numbers

6.D.4 Solve problems involving recipes or mixtures, financial calculations and geometric similarity using ratios, proportions and percents

6.D.5 Solve problems involving loans, mortgages and other practical applications involving geometric patterns of growth

7.C.4b Interpret scale drawings and models using maps and blueprints

8.A.4b Represent mathematical patterns and describe their properties using variables and mathematical symbols

8.B.4a Represent algebraic concepts with physical materials, words, diagrams, tables, graphs, equations and inequalities and use appropriate technology/

8.C.4b Apply algebraic properties and procedures with matrices, vectors, functions and sequences using data found in business, industry and consumer situations

8.D.4 Formulate and solve linear and quadratic equations and linear inequalities algebraically and investigate nonlinear inequalities using graphs, tables, calculators and computers

9.A.4a Construct a model of a three-dimensional figure from a two-dimensional pattern

9.A.4b Make perspective drawings, tessellations and scale drawings, with and without the use of technology

9.A.5 Use geometric figures and their properties to solve problems in the arts, the physical and life sciences and the building trades, with and without the use of

technology

- 9.B.5** Construct and use two- and three-dimensional models of objects that have practical applications (e.g., blueprints, topographical maps, scale models)
- 10.A.4a** Represent and organize data by creating lists, charts, tables, frequency distributions, graphs, scatterplots and box-plot
- 10.A.5** Construct a statistics-based presentation, individually and as members of a team, to communicate and justify the results of a project

Physical Development and Health

- 21.A.4c** Complete a given task on time
- 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.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.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.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)
- 22.A.4d** Research and report about a career involved in health promotion, health care and injury prevention
- 24.B.4** Explain how decision making affects the achievement of individual health goals
- 24.B.4** Explain how decision making affects the achievement of individual health goals

Fine Arts

26.B.4b Drama: Create and perform an ensemble drama or theatre scene using research, collaboration, characterization and staging in combination with aural and visual technologies (e.g., video, lights, sets, costumes, make-up, sound, props)

Grades 9-12:

Standard 5: Understands and practices Internet safety when using any social electronic media for educational or leisure purposes.

- Practices strategies that promote personal safety and protect online and offline reputation
- Recognizes a variety of networked environments as public places that are governed by codes of behavior
- Knows how to protect electronic devices from harm in an online environment

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER

WIKI Resources:

To view additional resources including lesson plans, webquests, booklists, and more visit the accompanying WIKI at <http://isail.wikidot.com>.

You may also add resources to this wiki by creating a free account and becoming a member of the WIKI.

I SAIL

Illinois Standards Aligned Instruction for Libraries

-Technology Specific Version-

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A Note on the Purpose and Use of the Technology Related Version:

During the creation of the I-SAIL document, the committee was questioned specifically about how the contents would address the needs of school librarians looking for resources that address the Illinois General Assembly's requirement for schools to have an Internet Safety Curriculum (Public Act 095-0869) or those looking to meet other technology standards.

To meet this need, the technology version of the document was created. While the I-SAIL Standards, Benchmarks, and Objectives in this document have remained the same as in the original version, those items that pertain directly to technology have been bolded. In the final two columns that contain the Illinois State Learning Standards and the AASL Standards, only those standards that relate to technology have been included. Additionally, we have been graciously allowed to include the NETS Standards that we feel may guide instruction.

ISLMA has a task force in place to develop a more specific document relating to Internet Safety. When this document is completed, it will be integrated into I-SAIL as a fully developed Standard 5. Please watch for its release and continue to provide feedback for improving the document and its usefulness.

I SAIL

Technology Related Standards for Grades K-2

Technology Grades K-2:

Standard 1: Accesses information safely, efficiently and effectively to inquire, think critically, and gain knowledge.

- Recognizes the need for information
- Formulates questions based on information needs
- **Identifies a variety of potential sources of information**
- Develops and uses successful strategies for locating information
- **Seeks information from diverse sources, contexts, disciplines and cultures**

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS & NETS-S
<p>A. Understands basic organizational pattern of library</p> <p>B. Locates parts of a book</p>	<ol style="list-style-type: none"> 1. Defines difference between fiction and nonfiction 2. Recognizes call number and begins to understand grouping of materials by call number 3. Asks a question about finding a book 4. Identifies author, title, title page, illustrator, cover, spine 	<p><u>English</u> 1.B.1b Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms</p> <p><u>Math</u> 10.B.1a Formulate questions of interest and design surveys or experiments to gather data</p> <p><u>Social Sciences</u> 16.A.1b Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources) 17.A.1b Identify the characteristics and purposes of geographic representations including maps, globes, graphs, photographs, software, digital images and be able to locate specific places using each</p>	<p><u>AASL Standards</u> 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. 1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p><u>NETS-S</u> 3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.</p>

Technology Grades K-2:

Standard 2: Evaluates information critically and competently to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge

- Determines accuracy, relevance, and comprehensiveness
- Distinguishes among fact, point of view, and opinion
- Identifies inaccurate and misleading information
- Selects information appropriate to the problem or question at hand

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS & NETS-S
<p>A. Differentiates between fact and fiction</p> <p>B. Identifies appropriate sources of information</p> <p>C. Finds facts to answers in more than one source.</p>	<ol style="list-style-type: none"> 1. Uses headings, subheadings, table of contents, index 2. Identifies the appropriate use of reference materials, e.g. print and/or non-print encyclopedia, atlas, non-fiction book, website, etc. 3. Identifies the names of sources used. 4. Organizes information into different forms 5. Draw a conclusion about the main idea 6. Create individual or collaborative projects to share with others 	<p>English</p> <p>5.A.1b Locate information using a variety of resources</p> <p>5.B.1b Cite sources used</p> <p>5.C.1b Use print, non-print, human and technological resources to acquire and use information</p> <p>Math</p> <p>10.B.1a Formulate questions of interest and design surveys or experiments to gather data</p> <p>7.A.1b Measure units of time using appropriate instruments (e.g., calendars, clocks, watches—both analog and digital)</p> <p>9.C.1 Draw logical conclusions and communicate reasoning about simple geometric figures and patterns using concrete materials, diagrams and contemporary technology</p> <p>10.B.1c Analyze data, draw conclusions and communicate the results</p> <p>Social Sciences</p> <p>16.A.1b Ask historical questions and seek out answers from historical sources (e.g.,</p>	<p>AASL Standards</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>NETS-S</p> <p>1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:</p> <p>b. create original works as a means of personal or group expression.</p> <p>2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:</p> <p>a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.</p> <p>b. communicate information and ideas effectively to multiple audiences using a variety of</p>

myths, biographies, stories, old photographs, artwork, other visual or electronic sources)

media and formats.

d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

a. plan strategies to guide inquiry.

b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

c. collect and analyze data to identify solutions and/or make informed decisions.

d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

a. advocate and practice safe, legal, and responsible use of information and technology.

b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

a. understand and use technology systems.

Technology Grades K-2:

Standard 3: Uses information accurately, creatively, and ethically to share knowledge and participate ethically and productively as members of our democratic society

- Organizes information for practical application
- Integrates new information into one's own knowledge
- **Produces and communicates information and ideas in appropriate formats**
- **Devises strategies for revising and improving process and product**
- **Practices ethical behavior in regard to information and information technology (including freedom of speech, censorship, copyright and plagiarism)**

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS & NETS-S
<p>A. Communicates results of information search in format appropriate for content</p> <p>B. Understands the need for citing sources of information (copyright)</p> <p>C. Applies Internet guidelines and protocols as defined in the district's policies</p>	<ol style="list-style-type: none"> Edits, formats, spell checks, saves, proofreads, and prints original documents using a word processor Collaborates with other students to solve information problems Organizes information using such techniques as graphic organizers, storyboarding or webbing Creates products using multimedia techniques Presents the results of information search in a new form Presents, performs or shares a product successfully Evaluates projects Recognizes the need for 	<p>English</p> <p>3.C.1b Create media compositions or productions which convey meaning visually for a variety of purposes</p> <p>4.A.1d Use visually oriented and auditory based media</p> <p>5.A.1b Locate information using a variety of resources</p> <p>5.B.1a Select and organize information from various sources for a specific purpose</p> <p>5.B.1b Cite sources used</p> <p>5.C.1b Use print, non print, human and technological resources to acquire and use information</p> <p>Math</p> <p>7.A.1b Measure units of time using appropriate instruments (e.g., calendars, clocks, watches—both analog and digital)</p> <p>7.B.1b Compare estimated measures to actual measures taken with appropriate measuring instruments</p> <p>10.A.1a Organize and display data using</p>	<p>AASL Standards</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p> <p>3.1.6 Use information and technology ethically and responsibly.</p> <p>3.3.6 Use information and knowledge in the service of democratic values</p> <p>4.3.1 Participate in the social exchange of ideas, both electronically and in person.</p> <p>4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction</p> <p>NETS-S</p> <p>1. Creativity and Innovation</p>

citing sources and begins to make simple bibliographies

9. Respects different points of view and opinions
- 10. Understands and follows Internet safety guidelines in regards to social networking sites, email, chat applications, bulletin boards.**
- 11. Reports and/or avoids harassing, deceptive, fraudulent, or illegal resources and communication.**

pictures, tallies, tables, charts or bar graphs

Social Sciences

- 14.C.1** Identify concepts of responsible citizenship including respect for the law, patriotism, civility and working with others

Social & Emotional Learning

SEL- 3A: Consider ethical, safety, and societal factors in making decisions

SEL-3B: Apply decision-making skills to deal responsibly with daily academic and social situations

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students:

- b.** create original works as a means of personal or group expression.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a.** interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b.** communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- d.** contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- b.** locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- d.** process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- b.** plan and manage activities to develop a solution or complete a project.
- c.** collect and analyze data to identify solutions and/or make informed decisions.
- d.** use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice

legal and ethical behavior. Students:

- a.** advocate and practice safe, legal, and responsible use of information and technology.
- b.** exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- d.** exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

Students:

- a.** understand and use technology systems.
- b.** select and use applications effectively and productively.
- d.** transfer current knowledge to learning of new technologies.

Technology Grades K-2:

Standard 4: Appreciates literature and other creative expressions of information and pursues information related to personal interests and aesthetic growth

- Is a competent and self-motivated reader
- Develops a background in types of literature and literary elements
- **Derives meaning from information presented creatively in a variety of formats**
- **Seeks information related to personal well-being, such as career interests, community involvement, health matters, and recreational pursuits**
- **Designs, develops and evaluates information products and solutions related to personal interests**

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS & NETS-S
<p>A. Uses both text and visuals to understand literature</p> <p>B. Selects a "Just Right" book independently for personal reading</p> <p>C. Distinguishes between different types and elements of literature</p> <p>D. Analyzes and understands information presented creatively in a variety of non-textual formats</p> <p>E. Seeks information related to personal interests</p> <p>F. Selects resources and materials based on interest, need and appropriateness</p>	<ol style="list-style-type: none"> 1. Applies guidelines for choosing a "Just Right" book during literature selection 2. Reads or listens to traditional world literature/folklore (nursery rhymes, fairy tales, pourquoi tales, trickster tales, fables, tall tales, legends, myths) 3. Reads or listens to types of fiction in picture book and novel format (realistic fiction, historical fiction, fantasy, science fiction) 4. Reads or listens to nonfiction (biography, information books, poetry) 5. Increases understanding 	<p>English</p> <p>1.B.1b Identify genres (forms and purposes) of fiction, nonfiction, poetry and electronic literary forms</p> <p>5.A.1b Locate information using a variety of resources</p> <p>5.B.1a Select and organize information from various sources for a specific purpose</p> <p>5.B.1b Cite sources used</p> <p>5.C.1b Use print, non print, human and technological resources to acquire and use information</p> <p>Math</p> <p>9.C.1 Draw logical conclusions and communicate reasoning about simple geometric figures and patterns using concrete materials, diagrams and contemporary technology</p>	<p>AASL Standards</p> <p>2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.</p> <p>4.1.1 Read, view, and listen for pleasure and personal growth.</p> <p>4.1.3: Respond to literature and creative expressions of ideas in various formats and genres.</p> <p>4.1.4: Seek information for personal learning in a variety of formats and genres.</p> <p>4.2.1: Display curiosity by pursuing interests through multiple resources.</p> <p>4.2.2: Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.</p> <p>4.3.2: Recognize that resources are created for a variety of purposes.</p>

- of literary elements of plot, character, setting, theme, point of view
6. Increases understanding of literature by participating in discussion (opinions & responses, compare/contrast, inferences, predictions)
 7. Reads or listens to a variety of authors and illustrators
 8. Engages in an in-depth study of an author's and/or illustrator's body of work
 9. Is acquainted with award-winning literature
 10. Responds to literature by participating in a variety of activities such as storytelling, drama, puppetry, finger plays, songs, poetry, reader's theater or visual arts
 - 11. Is introduced to and utilizes a variety of formats (magazines, books, non-print, electronic resources, newspapers)**
 - 12. Reads for pleasure, to learn and to solve information needs**
 - 13. Seeks answers to questions**
 - 14. Explores topics of interest**
 15. Uses libraries, library

NETS-S

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students:

- c. use models and simulations to explore complex systems and issues.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using

resources, the Internet, and other information sources

technology that supports collaboration, learning, and productivity.

c. demonstrate personal responsibility for lifelong learning.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

Students:

b. select and use applications effectively and productively.

d. transfer current knowledge to learning of new technologies.

Technology Grades K-2:

Standard 5: Understands and practices Internet safety when using any social electronic media for educational or leisure purposes.

- Practices strategies that promote personal safety and protect online and offline reputation
- Recognizes a variety of networked environments as public places that are governed by codes of behavior
- Knows how to protect electronic devices from harm in an online environment

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER

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Technology Related Standards for Grades 3 - 5

Technology Grades 3-5:

Standard 1: Accesses information safely, efficiently and effectively to inquire, think critically, and gain knowledge.

- Recognizes the need for information
- Formulates questions based on information needs
- **Identifies a variety of potential sources of information**
- **Develops and uses successful strategies for locating information**
- **Seeks information from diverse sources, contexts, disciplines and cultures**

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS & NETS-S
<p>A. Explains an information need</p> <p>B. Understands the concept of keywords</p>	<ol style="list-style-type: none"> 1. Asks a question about finding a book or locating information in a print or non-print source 2. Begins to use print and/or non-print dictionary, encyclopedia, atlas 3. Begins to use table of contents and index 4. Identifies author, title, title page, illustrator, cover, spine, publisher, copyright date of print and/or non-print resources 5. Begins to determine possible print and/or non-print resources and select the most 	<p>English</p> <p>5.A.1b Locate information using a variety of resources</p> <p>5.B.1a Select and organize information from various sources for a specific purpose</p> <p>5.B.1b Cite sources used</p> <p>5.C.1b Use print, non print, human and technological resources to acquire and use information</p> <p>5.A.2b Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web- sites, CD/ROMs)</p> <p>5.B.2a Determine the accuracy, currency and reliability of materials from various sources</p> <p>5.B.2b Cite sources used</p> <p>5.C.2a Create a variety of print and non print documents to communicate acquired information for specific audiences and purposes</p> <p>Social Sciences</p> <p>16.A.2c Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and</p>	<p>AASL Standards</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</p> <p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.</p> <p>1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.</p> <p>1.4.4 Seek appropriate help when it is needed.</p> <p>NETS-S</p> <p>1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative</p>

<p>appropriate</p> <p>6. Uses strategies to identify keywords</p> <p>7. Begins to use the electronic library catalog</p> <p>8. Locates materials on library shelves by call number</p> <p>9. Begins to understand that information can be found in a variety of sources and formats and recognizes the unique features of each</p>	<p>non-literary sources</p> <p>17.A.2b Use maps and other geographic representations and instruments to gather information about people, places and environments</p>	<p>products and processes using technology.</p> <p>Students:</p> <p>c. use models and simulations to explore complex systems and issues.</p> <p>2. Communication and Collaboration</p> <p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>Students:</p> <p>a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.</p> <p>b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.</p> <p>c. develop cultural understanding and global awareness by engaging with learners of other cultures.</p> <p>3. Research and Information Fluency</p> <p>Students apply digital tools to gather, evaluate, and use information. Students:</p> <p>a. plan strategies to guide inquiry.</p> <p>b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.</p> <p>4. Critical Thinking, Problem Solving, and Decision Making</p> <p>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:</p> <p>c. collect and analyze data to identify solutions and/or make informed decisions.</p> <p>6. Technology Operations and Concepts</p> <p>Students demonstrate a sound understanding of technology concepts, systems, and operations.</p> <p>Students:</p> <p>a. understand and use technology systems.</p>
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- b.** select and use applications effectively and productively.
- d.** transfer current knowledge to learning of new technologies.

Technology Grades 3-5:

Standard 2: Evaluates information critically and competently to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge

- Determines accuracy, relevance, and comprehensiveness
- Distinguishes among fact, point of view, and opinion
- Identifies inaccurate and misleading information
- Selects information appropriate to the problem or question at hand

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS & NETS-S
<p>A. Identifies appropriate sources of information</p> <p>B. Identify facts and details that support main ideas</p> <p>C. Analyze and evaluate new information based on previous experience and knowledge</p> <p>D. Find similar ideas in more than one source</p> <p>E. Question the differences between sources</p>	<p>1. Uses headings, subheadings, table of contents, index</p> <p>2. Learns beginning note-taking skills</p> <p>3. Identifies the appropriate use of reference materials, e.g. print and/or non-print encyclopedia, atlas, non-fiction book, website, etc.</p> <p>4. Uses different clues to determine important ideas in illustrations and text</p> <p>5. Use common organizational patterns to make sense of information</p> <p>6. Work in groups to</p>	<p><u>English</u></p> <p>1.C.2f Connect information presented in tables, maps and charts to printed or electronic text</p> <p>5.A.1a Identify questions and gather information</p> <p>5.A.1b Locate information using a variety of resources</p> <p>5.B.1a Select and organize information from various sources for a specific purpose</p> <p>5.C.1b Use print, non print, human and technological resources to acquire and use information</p> <p>5.A.2b Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web- sites, CD/ROMs)</p> <p>5.B.2a Determine the accuracy, currency and reliability of materials from various sources</p> <p>5.B.2b Cite sources used</p> <p>5.C.2a Create a variety of print and non print documents to communicate acquired information for specific audiences and purposes</p>	<p><u>AASL Standards</u></p> <p>2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.</p> <p>2.3.2 Consider diverse and global perspectives in drawing conclusions.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p> <p><u>NETS-S</u></p> <p>1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:</p> <p>a. apply existing knowledge to generate new ideas, products, or processes.</p> <p>b. create original works as a means of personal or group expression.</p> <p>c. use models and simulations to explore complex systems and issues.</p>

- create and evaluate projects and information products
7. Cites sources used

Math

- 10.A.2b** Using a data set, determine mean, median, mode and range, with and without the use of technology
- 10.B.2a** Formulate questions of interest and select methods to systematically collect data
- 10.B.2d** Interpret results or make relevant decisions based on the data gathered
- 10.C.2c** Determine the probability of an event involving “and”, “or” or “not”

Science

- 11.B.2b** Develop a plan, design and procedure to address the problem identifying constraints (e.g., time, materials, technology)
- 11.B.2c** Build a prototype of the design using available tools and materials
- 11.B.2d** Test the prototype using suitable instruments, techniques and quantitative measurements to record data
- 11.B.2e** Assess test results and the effectiveness of the design using given criteria and noting possible sources of error
- 13.B.2a** Explain how technology is used in science for a variety of purposes (e.g., sample collection, storage and treatment; measurement; data collection, storage and retrieval; communication of information)
- 13.B.2b** Describe the effects on society of scientific and technological innovations (e.g., antibiotics, steam engine, digital computers)
- 13.B.2c** Identify and explain ways that science and technology influence the lives and careers of people
- 13.B.2e** Identify and explain ways that technology changes ecosystems (e.g., dams, highways, buildings, communication networks, power plants)

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and

technology.

- b.** exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c.** demonstrate personal responsibility for lifelong learning.
- d.** exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

Students:

- a.** understand and use technology systems.
- b.** select and use applications effectively and productively.
- d.** transfer current knowledge to learning of new technologies.

Technology Grades 3-5:

Standard 3: Uses information accurately, creatively, and ethically to share knowledge and participate ethically and productively as members of our democratic society

- Organizes information for practical application
- Integrates new information into one's own knowledge
- Produces and communicates information and ideas in appropriate formats
- Devises strategies for revising and improving process and product
- Practices ethical behavior in regard to information and information technology (including freedom of speech, censorship, copyright and plagiarism)

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS & NETS-S
<p>A. Communicates results of information search in format appropriate for content</p> <p>B. Understands the need for citing sources of information (copyright)</p> <p>C. Applies Internet guidelines and protocols as defined in the district's policies</p>	<ol style="list-style-type: none"> Edits, formats, spell checks, saves, proofreads, and prints original documents using a word processor Collaborates with other students to solve information problems Organizes information using such techniques as graphic organizers, storyboarding or webbing Creates products using multimedia techniques Presents the results of information search in a new way Presents, performs or shares a product successfully 	<p>English</p> <p>1.C.3c Compare, contrast and evaluate ideas and information from various sources and genres</p> <p>3.B.3b Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication</p> <p>3.C.3b Using available technology, produce compositions and multimedia works for specified audiences</p> <p>4.B.3a Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support</p> <p>4.B.3b Design and produce reports and multimedia compositions that represent group projects</p> <p>5.A.3a Identify appropriate resources to solve problems or answer questions through research</p>	<p>AASL Standards</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p> <p>3.1.6 Use information and technology ethically and responsibly.</p> <p>3.3.6 Use information and knowledge in the service of democratic values.</p> <p>3.3.7 Respect the principles of intellectual freedom.</p> <p>4.3.1 Participate in the social exchange of ideas, both electronically and in person.</p> <p>4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.</p>

- 7. Evaluates projects
- 8. **Recognizes the need for citing sources and begins to make simple bibliographies**
- 9. **Respects different points of view and opinions**
- 10. **Understands and follows Internet safety guidelines in regards to social networking sites, email, chat applications, bulletin boards**
- 11. **Reports and/or avoids harassing, deceptive, fraudulent, or illegal resources and communication**

- 5.B.3a Choose and analyze information sources for individual, academic and functional purposes
- 5.B.3b Identify, evaluate and cite primary sources
- 5.C.3a Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources
- 5.C.3c Take notes, conduct interviews, organize and report information in oral, visual and electronic formats

Math

- 9.A.2c Describe and draw representations of geometric relationships, patterns, symmetries, and designs in two- and three-dimensions with and without technology
- 10.A.2a Organize and display data using pictures, tallies, tables, charts, bar graphs, line graphs, line plots and stem-and-leaf graphs
- 10.B.2b Collect, organize and display data using tables, charts, bar graphs, line graphs, circle graphs, line plots and stem-and-leaf graphs

Science

- 11.A.2c Construct charts and visualizations to display data
- 11.A.2e Report and display the results of individual and group investigations
- 11.B.2b Develop a plan, design and procedure to address the problem identifying constraints (e.g., time, materials, technology)
- 11.B.2c Build a prototype of the design using available tools and materials
- 11.B.2f Report test design, test process and test results
- 13.A.2c Explain why keeping accurate and detailed records is important
- 13.B.2a Explain how technology is used in science for a variety of purposes (e.g.,

NETS-S

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- d. process data and report results.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration,

sample collection, storage and treatment; measurement; data collection, storage and retrieval; communication of information)

13.B.2b Describe the effects on society of scientific and technological innovations (e.g., antibiotics, steam engine, digital computer)

13.B.2c Identify and explain ways that science and technology influence the lives and careers of people

13.B.2e Identify and explain ways that technology changes ecosystems (e.g., dams, highways, buildings, communication networks, power plants)

Social Science

14.C.2 Describe and evaluate why rights and responsibilities are important to the individual, family, community, workplace, state and nation (e.g., voting, protection under the law)

18.B.2a Describe interactions of individuals, groups and institutions in situations drawn from the local community (e.g., local response to state and national reforms)

18.B.2b Describe the ways in which institutions meet the needs of society

14.F.2 Identify consistencies and inconsistencies between expressed United States political traditions and ideas and actual practices (e.g., freedom of speech, right to bear arms, slavery, voting rights)

Social & Emotional Learning

SEL- 3A: Consider ethical, safety, and societal factors in making decisions

SEL-3B: Apply decision-making skills to deal responsibly with daily academic and social situations

learning, and productivity.

c. demonstrate personal responsibility for lifelong learning.

d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

a. understand and use technology systems.

b. select and use applications effectively and productively.

c. troubleshoot systems and applications.

d. transfer current knowledge to learning of new technologies.

Technology Grades 3-5:

Standard 4: Appreciates literature and other creative expressions of information and pursues information related to personal interests and aesthetic growth

- Is a competent and self-motivated reader
- Develops a background in types of literature and literary elements
- **Derives meaning from information presented creatively in a variety of formats**
- **Seeks information related to personal well-being, such as career interests, community involvement, health matters, and recreational pursuits**
- **Designs, develops and evaluates information products and solutions related to personal interests**

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS & NETS-S
<p>A. Uses both text and visuals to understand literature</p> <p>B. Selects a "Just Right" book independently for personal reading</p> <p>C. Distinguishes between different types and elements of literature</p> <p>D. Analyzes and understands information presented creatively in a variety of non-textual formats</p> <p>E. Seeks information related to personal interests</p> <p>F. Selects resources and materials based on interest, need and appropriateness</p>	<ol style="list-style-type: none"> 1. Applies guidelines for choosing a "Just Right" book during literature selection 2. Reads or listens to traditional world literature/folklore (nursery rhymes, fairy tales, pourquoi tales, trickster tales, fables, tall tales, legends, myths) 3. Reads or listens to types of fiction in picture book and novel format (realistic fiction, historical fiction, fantasy, science fiction) 4. Reads or listens to nonfiction (informational text including biography and poetry) 	<p>English</p> <p>2.A.2c Identify definitive features of literary forms (e.g., realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms)</p> <p>5.A.2b Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, websites, CD-ROMs)</p> <p>5.B.2a Determine the accuracy, currency and reliability of materials from various sources</p> <p>5.B.2b Cite sources used</p> <p>5.C.2a Create a variety of print and non print documents to communicate acquired information for specific audiences and purposes</p> <p>Math</p> <p>9.A.2c Describe and draw representations of geometric relationships, patterns, symmetries, and designs in two- and three-dimensions with and without technology</p> <p>10.A.2a Organize and display data using pictures, tallies, tables, charts, bar graphs, line graphs, line plots and stem-and-leaf</p>	<p>AASL Standards</p> <p>2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.</p> <p>4.1.7: Use social networks and information tools to gather and share information.</p> <p>4.2.1: Display curiosity by pursuing interests through multiple resources.</p> <p>4.2.2: Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.</p> <p>4.3.2: Recognize that resources are created for a variety of purposes.</p> <p>4.3.3: Seek opportunities for pursuing personal and aesthetic growth.</p> <p>4.4.6: Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.</p>

5. Increases understanding of literary elements of plot, character, setting, theme, point of view
6. **Increases understanding of literature by participating in discussion (opinions & responses, compare/contrast, inferences, predictions)**
7. **Reads or listens to a variety of authors and illustrators**
8. Engages in an in-depth study of an author's and/or illustrator's body of work
9. Is acquainted with award-winning literature
10. Responds to literature by participating in a variety of activities such as storytelling, drama, puppetry, fingerplays, songs, poetry, reader's theater or visual arts
11. **Is introduced to and utilizes a variety of formats (magazines, books, non-print, electronic resources, newspapers)**
12. **Reads for pleasure, to learn and to solve**

graphs

- 10.B.2b** Collect, organize and display data using tables, charts, bar graphs, line graphs, circle graphs, line plots and stem-and-leaf graphs

Social Sciences

- 18.A.2** Explain ways in which language, stories, folk tales, music, media and artistic creations serve as expressions of culture

NETS-S

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- b.** locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c.** evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- c.** collect and analyze data to identify solutions and/or make informed decisions.
- d.** use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- b.** exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c.** demonstrate personal responsibility for lifelong learning.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a.** understand and use technology systems.
- b.** select and use applications effectively and productively.

information needs

- 13. Seeks answers to questions**
- 14. Explores topics of interest**
- 15. Uses libraries, library resources, the Internet, and other information sources**

Technology Grades 3-5:

Standard 5: Understands and practices Internet safety when using any social electronic media for educational or leisure purposes.

- Practices strategies that promote personal safety and protect online and offline reputation
- Recognizes a variety of networked environments as public places that are governed by codes of behavior
- Knows how to protect electronic devices from harm in an online environment

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER

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Technology Related Standards for Grades 6 - 8

Technology Grades 6-8:

Standard 1: Accesses information safely, efficiently and effectively to inquire, think critically, and gain knowledge.

- Recognizes the need for information
- **Formulates questions based on information needs**
- **Identifies a variety of potential sources of information**
- **Develops and uses successful strategies for locating information**
- **Seeks information from diverse sources, contexts, disciplines and cultures**

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS & NETS-S
<p>A. Demonstrates skill in using electronic catalog</p> <p>B. Locates materials on library shelves by call number</p> <p>C. Uses print and electronic sources to safely access, extract and process information</p> <p>D. Understands scope, depth and potential usefulness of a variety of available information resources</p> <p>E. Uses search and navigational features of print and electronic sources to efficiently access information</p>	<ol style="list-style-type: none"> 1. Formulates a question about a topic 2. Identifies appropriate keywords to use as access points in an information search within print and/or non-print sources 3. Generates a list of possible resources and determines which are useful 4. Searches library catalog by keyword, author, title 5. Identifies and records call numbers 6. Locates materials on library shelves by call number 7. Finds information within print and/or non-print sources 	<p><u>English</u></p> <p>5.A.3a Identify appropriate resources to solve problems or answer questions through research</p> <p>5.A.3b Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources</p> <p>5.B.3a Choose and analyze information sources for individual, academic and functional purposes</p> <p>5.B.3b Identify, evaluate and cite primary sources</p> <p>5.C.3a Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources</p> <p>5.C.3c Take notes, conduct interviews, organize and report information in oral, visual and electronic formats</p> <p><u>Math</u></p> <p>9.C.3b Develop and solve problems using geometric relationships and models, with</p>	<p><u>AASL Standards</u></p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</p> <p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>1.3.3 Follow ethical and legal guidelines in gathering and using information.</p> <p>1.3.5 Use information technology responsibly.</p> <p>1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.</p> <p>1.4.4 Seek appropriate help when it is needed.</p>

8. Uses table of contents, index and glossary
9. **Recognizes author, title, publisher, copyright date of print and/or non-print resources**
10. Begins to understand visual literacy clues
11. Articulates an information need
12. Formulates questions to refine an information need
13. **Generates appropriate keywords to use as access points in a search**
14. **Is aware of the scope and depth of various resources**
15. **Demonstrates skill using the electronic library catalog**
16. **Conducts effective searches using electronic resources**
17. **Accesses internet information effectively**
18. **Navigates within print and electronic resources to locate and access information**
- and without the use of technology
- 10.A.3c** Test the reasonableness of an argument based on data and communicate their findings
- 10.B.3** Formulate questions (e.g., relationships between car age and mileage, average incomes and years of schooling), devise and conduct experiments or simulations, gather data, draw conclusions and communicate results to an audience using traditional methods and contemporary technologies
- Social Science**
- 17.A.3b** Explain how to make and use geographic representations to provide and enhance spatial information including maps, graphs, charts, models, aerial photographs, satellite images

NETS-S

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- c.** use models and simulations to explore complex systems and issues.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a.** interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- c.** develop cultural understanding and global awareness by engaging with learners of other cultures.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a.** plan strategies to guide inquiry.
- b.** locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c.** evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

- d.** process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- b.** plan and manage activities to develop a solution or complete a project.
- c.** collect and analyze data to identify solutions

- and/or make informed decisions.
- d.** use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a.** advocate and practice safe, legal, and responsible use of information and technology.
- b.** exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c.** demonstrate personal responsibility for lifelong learning.
- d.** exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a.** understand and use technology systems.
- b.** select and use applications effectively and productively.

Technology Grades 6-8:

Standard 2: Evaluates information critically and competently to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge

- Determines accuracy, relevance, and comprehensiveness
- Distinguishes among fact, point of view, and opinion
- Identifies inaccurate and misleading information
- Selects information appropriate to the problem or question at hand

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS & NETS-S
<p>A. Evaluates search process</p> <p>B. Examines and evaluates information sources</p> <p>C. Extracts relevant and essential information from sources</p> <p>D. Compare and contrast information found in different sources.</p> <p>E. Draw conclusions based on explicit and implied information.</p> <p>F. Use common organizational patterns to organize information in order to draw conclusions</p>	<ol style="list-style-type: none"> 1. Determines authenticity and relevance of print and non-print information 2. Uses paraphrasing, note taking and other strategies to record results of information searching 3. Identifies and extracts relevant information in print and electronic resources 4. Selects appropriate resources from a list of "hits" obtained in an electronic catalog search 5. Uses conventions of the source to determine usefulness 	<p><u>English</u></p> <p>5.A.3b Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources</p> <p>5.B.3a Choose and analyze information sources for individual, academic and functional purposes</p> <p>5.B.3b Identify, evaluate and cite primary sources.</p> <p>5.C.3a Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources</p> <p>5.C.3c Take notes, conduct interviews, organize and report information in oral, visual and electronic formats</p> <p><u>Math</u></p> <p>8.B.3 Use graphing technology and algebraic methods to analyze and predict linear relationships and make generalizations from linear patterns</p> <p>8.C.3 Apply the properties of numbers and</p>	<p><u>AASL Standards</u></p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.</p> <p>2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.</p> <p>2.3.3 Use valid information and reasoned conclusions to make ethical decisions.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p> <p><u>NETS-S</u></p> <p>1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:</p> <p>a. apply existing knowledge to generate new ideas, products, or processes.</p>

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| <p>6. Reads, views, listens to information critically and competently</p> <p>7. Applies evaluative criteria to print and/or non-print materials to determine the usefulness, relevancy, suitability, authority, objectivity, currency</p> <p>8. Identifies information relevant and essential to the information need</p> <p>9. Works in teams to understand concepts and solve problems.</p> <p>10. Cites all sources used.</p> | <p>operations including inverses in algebraic settings derived from economics, business and the sciences</p> <p>9.C.3b Develop and solve problems using geometric relationships and models, with and without the use of technology</p> <p>10.A.3a Construct, read and interpret tables, graphs (including circle graphs) and charts to organize and represent data</p> <p>10.A.3b Compare the mean, median, mode and range, with and without the use of technology</p> <p>10.A.3c Test the reasonableness of an argument based on data and communicate their findings</p> <p>10.B.3 Formulate questions (e.g., relationships between car age and mileage, average incomes and years of schooling), devise and conduct experiments or simulations, gather data, draw conclusions and communicate results to an audience using traditional methods and contemporary technologies</p> | <p>b. create original works as a means of personal or group expression.</p> <p>2. Communication and Collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:</p> <p>a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.</p> <p>b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.</p> <p>3. Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information. Students:</p> <p>a. plan strategies to guide inquiry.</p> <p>c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.</p> <p>4. Critical Thinking, Problem Solving, and Decision Making
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:</p> <p>a. identify and define authentic problems and significant questions for investigation.</p> <p>b. plan and manage activities to develop a solution or complete a project.</p> <p>c. collect and analyze data to identify solutions and/or make informed decisions.</p> <p>d. use multiple processes and diverse perspectives to explore alternative solutions.</p> <p>5. Digital Citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:</p> <p>a. advocate and practice safe, legal, and responsible use of information and technology.</p> |
|---|--|--|
- Science**
- 13.B.3b Identify important contributions to science and technology that have been made by individuals and groups from various cultures
- 13.B.3c Describe how occupations use scientific and technological knowledge and skills
- 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)
- Social Science**
- 16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.

16.A.3c Identify the differences between historical fact and interpretation

16.C.3a (W) Describe major economic trends from 1000 to 1500 CE including long distance trade, banking, specialization of labor, commercialization, urbanization and technological and scientific progress

b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

c. demonstrate personal responsibility for lifelong learning.

d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.
Students:

a. understand and use technology systems.

b. select and use applications effectively and productively.

d. transfer current knowledge to learning of new technologies.

Technology Grades 6-8:

Standard 3: Uses information accurately, creatively, and ethically to share knowledge and participate ethically and productively as members of our democratic society

- Organizes information for practical application
- **Integrates new information into one's own knowledge**
- **Produces and communicates information and ideas in appropriate formats**
- **Devises strategies for revising and improving process and product**
- **Practices ethical behavior in regard to information and information technology (including freedom of speech, censorship, copyright and plagiarism)**

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS & NETS-S
<p>A. Organizes and synthesizes information from multiple sources</p> <p>B. Creates and effectively communicates information and ideas to others</p> <p>C. Understands the concept of plagiarism and cites sources properly</p> <p>D. Applies Internet guidelines and protocols as defined in the district's policies</p>	<ol style="list-style-type: none"> 1. Organizes information from multiple sources in a logical sequence using a graphic organizer 2. Selects an appropriate format for communicating ideas 3. Develops a storyboard 4. Creates a product using technology when appropriate 5. Presents, performs or shares information and ideas successfully 6. Evaluates product or presentation 7. Avoids plagiarism by ethically using information 8. Observes copyright 	<p>English</p> <p>3.B.3b Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication</p> <p>3.C.3b Using available technology, produce compositions and multimedia works for specified audiences</p> <p>4.B.3a Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support</p> <p>4.B.3b Design and produce reports and multimedia compositions that represent group projects</p> <p>5.A.3a Identify appropriate resources to solve problems or answer questions through research</p> <p>5.A.3b Design a project related to con-</p>	<p>AASL Standards</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.3.3 Use valid information and reasoned conclusions to make ethical decisions.</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p> <p>3.1.6 Use information and technology ethically and responsibly.</p> <p>3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.</p> <p>3.3.6 Use information and knowledge in the service of democratic values.</p> <p>3.3.7 Respect the principles of intellectual</p>

<p>guidelines</p> <p>9. Cites print and non-print sources in a properly formatted bibliography</p> <p>10. Understands and follows Internet safety guidelines in regards to social networking sites, email, chat applications, bulletin boards.</p> <p>11. Reports and/or avoids harassing, deceptive, fraudulent, or illegal resources and communication.</p>	<p>temporary issues (e.g., real-world math, career development, community service) using multiple sources</p> <p>5.B.3a Choose and analyze information sources for individual, academic and functional purposes</p> <p>5.B.3b Identify, evaluate and cite primary sources</p> <p>5.C.3a Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources</p> <p>5.C.3c Take notes, conduct interviews, organize and report information in oral, visual and electronic formats</p>	<p>freedom.</p> <p>4.3.1 Participate in the social exchange of ideas, both electronically and in person.</p> <p>4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction</p>
	<p>Math</p> <p>8.B.3 Use graphing technology and algebraic methods to analyze and predict linear relationships and make generalizations from linear patterns</p> <p>9.A.3b Draw transformation images of figures, with and without the use of technology</p> <p>9.C.3b Develop and solve problems using geometric relationships and models, with and without the use of technology</p> <p>10.A.3a Construct, read and interpret tables, graphs (including circle graphs) and charts to organize and represent data</p> <p>10.A.3b Compare the mean, median, mode and range, with and without the use of technology</p> <p>10.A.3c Test the reasonableness of an argument based on data and communicate their findings</p> <p>10.B.3 Formulate questions (e.g., relationships between car age and mileage, average incomes and years of schooling), devise and conduct experiments or simulations, gather data, draw conclusions and communicate results to an audience using traditional methods and contemporary technologies</p>	<p>NETS-S</p> <p>1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:</p> <p>a. apply existing knowledge to generate new ideas, products, or processes.</p> <p>b. create original works as a means of personal or group expression.</p> <p>2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:</p> <p>a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.</p> <p>b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.</p> <p>d. contribute to project teams to produce original works or solve problems.</p> <p>3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students:</p> <p>a. plan strategies to guide inquiry.</p> <p>b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>d. process data and report results.</p> <p>5. Digital Citizenship Students understand human, cultural, and</p>

Science

- 11.A.3f** Interpret and represent results of analysis to produce findings
- 11.A.3g** Report and display the process and results of a scientific investigation
- 11.B.3f** Using available technology, report the relative success of the design based on the test results and criteria

Social Science

- 14.D.3** Describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy (e.g., general public opinion, special interest groups, formal parties, media)
- 16.A.3c** Identify the differences between historical fact and interpretation
- 16.C.3c (W)** Describe the impact of technology (e.g., weaponry, transportation, printing press, microchips) in different parts of the world, 1500 - present
- 17.A.3b** Explain how to make and use geographic representations to provide and enhance spatial information including maps, graphs, charts, models, aerial photographs, satellite images

Social & Emotional Learning

- SEL- 3A:** Consider ethical, safety, and societal factors in making decisions
- SEL-3B:** Apply decision-making skills to deal responsibly with daily academic and social situations

societal issues related to technology and practice legal and ethical behavior. Students:

- a.** advocate and practice safe, legal, and responsible use of information and technology.
- b.** exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c.** demonstrate personal responsibility for lifelong learning.
- d.** exhibit leadership for digital citizenship.
- 6. Technology Operations and Concepts**
Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:
- a.** understand and use technology systems.
- b.** select and use applications effectively and productively.
- c.** troubleshoot systems and applications.
- d.** transfer current knowledge to learning of new technologies.

Technology Grades 6-8:

Standard 4: Appreciates literature and other creative expressions of information and pursues information related to personal interests and aesthetic growth

- Strives to be a competent and self-motivated reader
- Develops a background in types of literature and literary elements
- **Derives meaning from information presented creatively in a variety of formats**
- **Seeks information related to personal well-being, such as career interests, community involvement, health matters, and recreational pursuits.**
- **Designs, develops and evaluates information products and solutions related to personal interests.**

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS & NETS-S
<p>A. Uses both text and visuals to understand literature</p> <p>B. Selects a "Just Right" book independently for personal reading</p> <p>C. Distinguishes between different types and elements of literature</p> <p>D. Analyzes and understands information presented creatively in a variety of non-textual formats</p> <p>E. Seeks information related to personal interests and goals</p> <p>F. Selects resources and materials based on need and appropriateness</p>	<ol style="list-style-type: none"> 1. Applies guidelines for choosing a "Just Right" book during literature selection 2. Reads or listens to traditional world literature/folklore (nursery rhymes, fairy tales, pourquoi tales, trickster tales, fables, tall tales, legends, myths) 3. Reads or listens to types of fiction in picture book and novel format (realistic fiction, historical fiction, fantasy, science fiction) 4. Reads or listens to nonfiction (biography, information books, 	<p>English</p> <p>5.A.3a Identify appropriate resources to solve problems or answer questions through research</p> <p>5.A.3b Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources</p> <p>5.B.3a Choose and analyze information sources for individual, academic and functional purposes</p> <p>5.B.3b Identify, evaluate and cite primary sources</p> <p>5.C.3a Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources</p> <p>5.C.3c Take notes, conduct interviews, organize and report information in oral, visual and electronic formats</p> <p>Math</p> <p>8.B.3 Use graphing technology and algebraic methods to analyze and predict linear relationships and make generalizations from</p>	<p>AASL Standards</p> <p>2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.</p> <p>4.1.1 Read, view, and listen for pleasure and personal growth</p> <p>4.1.7. Use social networks and information tools to gather and share information.</p> <p>4.2.1. Display curiosity by pursuing interests through multiple resources.</p> <p>4.2.2. Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.</p> <p>4.3.2. Recognize that resources are created for a variety of purposes.</p> <p>4.3.3. Seek opportunities for pursuing personal and aesthetic growth.</p> <p>4.4.6. Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs</p>

- poetry)
5. Increases understanding of literary elements of plot, character, setting, theme, point of view
 6. Increases understanding of literature by participating in discussion (opinions & responses, compare/contrast, inferences, predictions)
 7. Reads or listens to a variety of authors and illustrators
 8. Engages in an in-depth study of an author's and/or illustrator's body of work
 9. Gains knowledge and appreciation for award-winning literature
 10. Responds to literature by participating in a variety of activities such as storytelling, drama, puppetry, finger plays, songs, poetry, reader's theater or visual arts
 - 11. Utilizes a variety of formats (magazines, books, non-print, electronic**

linear patterns

- 9.A.3b** Draw transformation images of figures, with and without the use of technology
- 9.C.3a** Construct, develop and communicate logical arguments (informal proofs) about geometric figures and patterns
- 10.A.3a** Construct, read and interpret tables, graphs (including circle graphs) and charts to organize and represent data
- 10.B.3** Formulate questions (e.g., relationships between car age and mileage, average incomes and years of schooling), devise and conduct experiments or simulations, gather data, draw conclusions and communicate results to an audience using traditional methods and contemporary technologies

Fine Arts

- 25.A.3e Visual Arts:** Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology

NETS-S

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a

- resources,
newspapers)
12. Reads for pleasure, to learn and to solve information needs
 13. Seeks answers to questions
 14. Explores topics of interest
 15. Uses libraries, library resources, the Internet, and other information sources

- solution or complete a project.
- d. use multiple processes and diverse perspectives to explore alternative solutions.
- 5. Digital Citizenship**
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
 - c. demonstrate personal responsibility for lifelong learning.
 - d. exhibit leadership for digital citizenship.
- 6. Technology Operations and Concepts**
Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:
- d. transfer current knowledge to learning of new technologies.

Technology Grades 6-8:

Standard 5: Understands and practices Internet safety when using any social electronic media for educational or leisure purposes.

- Practices strategies that promote personal safety and protect online and offline reputation
- Recognizes a variety of networked environments as public places that are governed by codes of behavior
- Knows how to protect electronic devices from harm in an online environment

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER

I SAIL

Technology Related Standards for Grades 9 - 12

Technology Grades 9-12:

Standard 1: Accesses information safely, efficiently and effectively to inquire, think critically, and gain knowledge.

- Recognizes the need for information
- Formulates questions based on information needs
- **Identifies a variety of potential sources of information**
- **Develops and uses successful strategies for locating information**
- **Seeks information from diverse sources, contexts, disciplines and cultures**

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS & NETS-S
<p>A. Understands scope, depth and potential usefulness of more advanced, sophisticated and diverse resources</p> <p>B. Develops and executes successful strategies to access information to efficiently and effectively</p>	<p>7. Articulates an information need</p> <p>8. Formulates questions to refine an information need</p> <p>9. Develops purpose or thesis statement</p> <p>10. Identifies potential print and/or non-print sources of information</p> <p>11. Identifies and uses various strategies and techniques to execute and refine successful searches</p> <p>12. Navigates within print and electronic resources effectively and independently</p>	<p><u>English</u></p> <p>1.C.4c Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal)</p> <p>1.C.5c Critically evaluate information from multiple sources</p> <p>5.A.5a Develop a research plan using multiple forms of data</p> <p>5.A.4b Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources</p> <p>5.B.4a Choose and evaluate primary and secondary sources (print and non print) for a variety of purposes</p> <p>5.B.4b Use multiple sources and multiple formats; cite according to standard style manuals</p> <p>5.C.4a Plan, compose, edit and revise information (e.g., brochures, formal reports, proposals, research summaries, analyses, editorials, articles, overheads,</p>	<p><u>AASL Standards</u></p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness for needs, importance, and social and cultural context.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.</p> <p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p> <p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the</p>

multimedia displays) for presentation to an audience

5.C.5a Using contemporary technology, create a research presentation or prepare a documentary related to academic, technical or occupational topics and present the findings in oral or multimedia formats

5.C.4b Produce oral presentations and written documents using supportive research and incorporating contemporary technology

5.C.5b Support and defend a thesis statement using various references including media and electronic resources

Math

10.B.4 Design and execute surveys or experiments, gather data to answer relevant questions, and communicate results and conclusions to an audience using traditional methods and contemporary technology

10.B.5 Design a statistical experiment to answer a question about a realistic situation, conduct the experiment, use statistics to interpret the data, and communicate the results, individually and as members of a team

Social Sciences

16.C.5B W Describe how historical trends in population, urbanization, economic development and technological advancements have caused change in world economic systems

16.D.4W Identify significant events and developments since 1500 that altered world social history in ways that persist today, including colonization, Protestant Reformation, industrialization, the rise of

selection of resources and information.

1.2.3 Demonstrate creativity by using multiple resources and formats.

1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.

1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.

1.2.6 Display emotional resilience by persisting in information searching despite challenges.

1.3.1 Respect copyright/intellectual property rights of creators and producers.

1.3.3 Follow ethical and legal guidelines in gathering and using information.

1.3.4 Contribute to the exchange of ideas within the learning community.

1.3.5 Use information technology responsibly.

1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.

1.4.3 Monitor gathered information, and assess for gaps and weaknesses.

1.4.4 Seek appropriate help when it is needed.

NETS-S

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

a. plan strategies to guide inquiry.

b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

technology and human rights movements.

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- d. transfer current knowledge to learning of new technologies.

Technology Grades 9-12:

Standard 2: Evaluates information critically and competently to draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge

- Determines accuracy, relevance, and comprehensiveness
- Distinguishes among fact, point of view, and opinion
- Identifies inaccurate and misleading information
- Selects information appropriate to the problem or question at hand

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS & NETS-S
<p>A. Identify main, supporting, and conflicting information using multiple sources to support interpretation or point of view.</p> <p>B. Critically examine and analyze relevant information from a variety of sources to discover relationships and patterns among ideas</p>	<p>9. Reads, views, listens to information critically</p> <p>10. Applies evaluative criteria to print and/or non-print materials to determine the relative value of the information relevancy, suitability, authority, objectivity, currency</p> <p>11. Identifies information relevant and essential to the information need</p> <p>12. Uses paraphrasing, highlighting or other extraction techniques or strategies to identify and record relevant information</p> <p>13. Combine ideas and information to develop an demonstrate new understanding</p> <p>14. Works with others to</p>	<p>English</p> <p>1.C.4c Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal)</p> <p>1.C.5c Critically evaluate information from multiple sources</p> <p>5.A.5a Develop a research plan using multiple forms of data</p> <p>5.A.4b Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources</p> <p>5.B.4a Choose and evaluate primary and secondary sources (print and non print) for a variety of purposes</p> <p>5.B.4b Use multiple sources and multiple formats; cite according to standard style manuals</p> <p>5.B.5b Credit primary and secondary sources in a form appropriate for presentation or publication for a particular audience</p> <p>5.C.4a Plan, compose, edit and revise information (e.g., brochures, formal reports,</p>	<p>AASL Standards</p> <p>2.1.4 Use technology and other information tools to analyze and organize information.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.</p> <p>2.3.2 Consider diverse and global perspectives in drawing conclusions.</p> <p>2.3.3 Use valid information and reasoned conclusions to make ethical decisions.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p> <p>2.4.2 Reflect on systematic process, and assess for completeness of investigation.</p> <p>2.4.3 Recognize new knowledge and understanding.</p> <p>2.4.4 Develop directions for future investigations.</p>

- select, organize, and integrate information and ideas from a variety of sources and formats.**
15. **Uses technology tools, online environments, and other collaborative tools to create and share information**
16. **Cites all sources used according to standard documentation formats (such as MLA or APA)**
- proposals, research summaries, analyses, editorials, articles, overheads, multimedia displays) for presentation to an audience
- 5.C.5a Using contemporary technology, create a research presentation or prepare a documentary related to academic, technical or occupational topics and present the findings in oral or multimedia formats
- 5.C.4b Produce oral presentations and written documents using supportive research and incorporating contemporary technology
- 5.C.5b Support and defend a thesis statement using various references including media and electronic resources

Math

- 7.B.4 Estimate and measure the magnitude and directions of physical quantities (e.g., velocity, force, slope) using rulers, protractors and other scientific instruments including timers, calculators and computers
- 9.C.4a Construct and test logical arguments for geometric situations using technology where appropriate
- 10.A.4b Analyze data using mean, median, mode, range, variance and standard deviation of a data set, with and without the use of technology
- 10.A.4c Predict from data using interpolation, extrapolation and trend lines, with and without the use of technology
- 10.B.4 Design and execute surveys or experiments, gather data to answer relevant questions, and communicate results and conclusions to an audience using traditional methods and contemporary technology
- 10.B.5 Design a statistical experiment to answer a question about a realistic situation, conduct the experiment, use statistics to interpret the data, and communicate the results, individually and as members of a

NETS-S

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- apply existing knowledge to generate new ideas, products, or processes.
- create original works as a means of personal or group expression.
- use models and simulations to explore complex systems and issues.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- plan strategies to guide inquiry.
- locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve

team

- 10.C.4b** Design and conduct simulations (e.g., waiting times at restaurant, probabilities of births, likelihood of game prizes), with and without the use of technology

Science

- 13.B.4b** Analyze a particular occupation to identify decisions that may be influenced by a knowledge of science
- 13.B.5b** Analyze and describe the processes and effects of scientific and technological breakthroughs
- 13.B.4c** Analyze ways that resource management and technology can be used to accommodate population trends
- 13.B.5c** Design and conduct an environmental impact study, analyze findings and justify recommendations

Social Science

- 15.C.4B** Explain the importance of research, development, invention, technology and entrepreneurship to the United States economy
- 15.D.5C** Explain how technology has affected trade in the areas of transportation, communication, finance and manufacturing
- 17.C.4A** Explain the ability of modern technology to alter geographic features and the impacts of these modifications on human activities
- 18.A.5** Compare ways in which social systems are affected by political, environmental, economic and technological changes

problems, and make informed decisions using appropriate digital tools and resources. Students:

- a.** identify and define authentic problems and significant questions for investigation.
- b.** plan and manage activities to develop a solution or complete a project.
- c.** collect and analyze data to identify solutions and/or make informed decisions.
- d.** use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a.** advocate and practice safe, legal, and responsible use of information and technology.
 - b.** exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
 - c.** demonstrate personal responsibility for lifelong learning.
 - d.** exhibit leadership for digital citizenship.
- 6. Technology Operations and Concepts**
- Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:
- a.** understand and use technology systems.
 - b.** select and use applications effectively and productively.
 - c.** troubleshoot systems and applications.
 - d.** transfer current knowledge to learning of new technologies.

Technology Grades 9-12:

Standard 3: Uses information accurately, creatively, and ethically to share knowledge and participate ethically and productively as members of our democratic society

- Organizes information for practical application
- Integrates new information into one's own knowledge
- Produces and communicates information and ideas in appropriate formats
- Devises strategies for revising and improving process and product
- Practices ethical behavior in regard to information and information technology (including freedom of speech, censorship, copyright and plagiarism)

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS & NETS-S
<p>A. Organizes and synthesizes information from multiple sources</p> <p>B. Creates and effectively communicates information and ideas to others</p> <p>C. Understands and respects the concepts of intellectual freedom, intellectual property and plagiarism</p> <p>D. Applies Internet guidelines and protocols as defined in the district's policies</p>	<ol style="list-style-type: none"> Analyzes information and identifies topics, subtopics and relationships Organizes information in a logical sequence Selects an appropriate format for communicating ideas Develops a formal outline or storyboard Creates a product that clearly expresses ideas Uses appropriate resources and technology in creating products Revises and refines as necessary Presents, performs or shares information and ideas successfully Evaluates product or presentation 	<p>1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect</p> <p>1.C.4c Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal)</p> <p>1.C.5c Critically evaluate information from multiple sources</p> <p>2.B.4a Critique ideas and impressions generated by oral, visual, written and electronic materials</p> <p>3.A.4 Use standard English to edit documents for clarity, subject/verb agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication</p> <p>3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences</p> <p>3.B.5 Using contemporary technology, produce</p>	<p><u>AASL Standards</u></p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.3.3 Use valid information and reasoned conclusions to make ethical decisions</p> <p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p> <p>3.1.6 Use information and technology ethically and responsibly.</p> <p>4.3.1 Participate in the social exchange of ideas, both electronically and in person.</p> <p>4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction</p> <p><u>NETS-S</u></p> <p>1. Creativity and Innovation</p>

<p>10. Does not plagiarize</p> <p>11. Observes copyright guidelines</p> <p>12. Cites print and non-print sources in a properly formatted bibliography</p> <p>13. Respects intellectual freedom and recognizes various viewpoints</p> <p>14. Understands and follows Internet safety guidelines in regards to social networking sites, e-mail, chat applications, bulletin boards.</p> <p>15. Reports and/or avoids harassing, deceptive, fraudulent, or illegal resources and communication.</p>	<p>documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence</p> <p>3.B.4b Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology</p> <p>3.C.4a Write for real or potentially real situations in academic, professional and civic contexts (e.g., college applications, job applications, business letters, petitions)</p> <p>3.C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation</p> <p>3.C.4b Using available technology, produce compositions and multimedia works for specified audiences</p> <p>3.C.5b Write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resume, petitions)</p> <p>4.B.4a Deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence</p> <p>4.B.5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology</p>	<p>Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:</p> <p>a. apply existing knowledge to generate new ideas, products, or processes.</p> <p>b. create original works as a means of personal or group expression.</p> <p>2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:</p> <p>a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.</p> <p>b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.</p> <p>d. contribute to project teams to produce original works or solve problems.</p> <p>3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students:</p> <p>a. plan strategies to guide inquiry.</p> <p>b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.</p> <p>d. process data and report results.</p> <p>4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:</p> <p>b. plan and manage activities to develop a solution or complete a project.</p> <p>c. collect and analyze data to identify solutions</p>
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- .A.5a** Develop a research plan using multiple forms of data
- 5.A.4b** Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources
- 5.B.4a** Choose and evaluate primary and secondary sources (print and non print) for a variety of purposes
- 5.B.5a** Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms
- 5.B.4b** Use multiple sources and multiple formats; cite according to standard style manuals
- 5.B.5b** Credit primary and secondary sources in a form appropriate for presentation or publication for a particular audience
- 5.C.4a** Plan, compose, edit and revise information (e.g., brochures, formal reports, proposals, research summaries, analyses, editorials, articles, overheads, multimedia displays) for presentation to an audience
- 5.C.5a** Using contemporary technology, create a research presentation or prepare a documentary related to academic, technical or occupational topics and present the findings in oral or multimedia formats
- 5.C.4b** Produce oral presentations and written documents using supportive research and incorporating contemporary technology
- 5.C.5b** Support and defend a thesis statement using various references including media and electronic resources

Math

- 7.C.4c** Convert within and between measurement systems and monetary systems using

- and/or make informed decisions.
- d.** use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a.** advocate and practice safe, legal, and responsible use of information and technology.
- b.** exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c.** demonstrate personal responsibility for lifelong learning.
- d.** exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a.** understand and use technology systems.
- b.** select and use applications effectively and productively.
- c.** troubleshoot systems and applications.
- d.** transfer current knowledge to learning of new technologies.

technology where appropriate

- 8.B.4a** Represent algebraic concepts with physical materials, words, diagrams, tables, graphs, equations and inequalities and use appropriate technology
- 8.D.4** Formulate and solve linear and quadratic equations and linear inequalities algebraically and investigate nonlinear inequalities using graphs, tables, calculators and computers
- 9.A.4b** Make perspective drawings, tessellations and scale drawings, with and without the use of technology
- 9.A.5** Use geometric figures and their properties to solve problems in the arts, the physical and life sciences and the building trades, with and without the use of technology
- 9.C.4b** Construct and communicate convincing arguments for geometric situations
- 9.C.4c** Develop and communicate mathematical proofs (e.g., two-column, paragraph, indirect) and counter examples for geometric statements
- 9.C.5a** Perform and describe an original investigation of a geometric problem and verify the analysis and conclusions to an audience
- 9.D.5** Analyze and solve problems involving periodic patterns (e.g., sound waves, tide variations) using circular functions and communicate results orally and in writing
- 10.A.4a** Represent and organize data by creating lists, charts, tables, frequency distributions, graphs, scatterplots and box-plots
- 10.A.5** Construct a statistics-based presentation, individually and as members of a team, to communicate and justify the results of a project
- 10.B.4** Design and execute surveys or experiments, gather data to answer

relevant questions, and communicate results and conclusions to an audience using traditional methods and contemporary technology

- 10.B.5** Design a statistical experiment to answer a question about a realistic situation, conduct the experiment, use statistics to interpret the data, and communicate the results, individually and as members of a team

Science

- 11.A.4f** Using available technology, report, display and defend to an audience conclusions drawn from investigations
- 11.B.5f** Using available technology, prepare and present findings of the tested design solution to an audience that may include professional and technical experts
- 11.B.4g** Using available technology, report to an audience the relative success of the design based on the test results and criteria

Social Science

- 14.F.5** Interpret how changing geographical, economic, technological and social forces affect United States political ideas and traditions (e.g., freedom, equality and justice, individual rights)
- 14.F.4B** Describe how United States' political ideas, practices and technologies have extended rights for Americans in the 20th century (e.g., suffrage, civil rights, motor-voter registration)
- 16.E.5AW** Analyze how technological and scientific developments have affected human productivity, human comfort and the environment
- 17.A.5** Demonstrate how maps, other geographic instruments and technologies are used to solve spatial problems (e.g.,

land use, ecological concerns)

17.A.4B Use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth

Social & Emotional Learning

SEL- 3A: Consider ethical, safety, and societal factors in making decisions

SEL-3B: Apply decision-making skills to deal responsibly with daily academic and social situations

Technology Grades 9-12:

Standard 4: Appreciates literature and other creative expressions of information and pursues information related to personal interests and aesthetic growth

- Is a competent and self-motivated reader
- Develops a background in types of literature and literary elements
- **Derives meaning from information presented creatively in a variety of formats**
- **Seeks information related to personal well-being, such as career interests, community involvement, health matters, and recreational pursuits**
- **Designs, develops and evaluates information products and solutions related to personal interests**

LIBRARY BENCHMARKS	OBJECTIVES	ILLINOIS STATE LEARNING STANDARDS	AASL STANDARDS & NETS-S
<p>A. Uses both text and visuals to understand literature</p> <p>B. Selects a "just right" book independently for personal reading</p> <p>C. Distinguishes between different types and elements of literature</p> <p>D. Analyzes and understands information presented creatively in a variety of non-textual formats</p> <p>E. Seeks information related to personal interests</p> <p>F. Selects resources and materials based on interest, need and appropriateness</p>	<ol style="list-style-type: none"> 1. Applies guidelines for choosing a "just right" book during literature selection 2. Reads or listens to traditional world literature/folklore (nursery rhymes, fairy tales, pourquoi tales, trickster tales, fables, tall tales, legends, myths) 3. Reads or listens to types of fiction in picture book and novel format (realistic fiction, historical fiction, fantasy, science fiction) 4. Reads or listens to nonfiction (biography, information books, poetry) 5. Increases 	<p>English</p> <p>1.B.5b Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts</p> <p>1.C.4c Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal)</p> <p>1.C.5c Critically evaluate information from multiple sources</p> <p>1.C.4d Summarize and make generalizations from content and relate them to the purpose of the material</p> <p>1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material</p> <p>2.A.4a Analyze and evaluate the effective use of literary techniques (e.g., figurative language, allusion, dialogue, description, symbolism, word choice, dialect) in classic and contemporary literature representing a variety of forms and media</p> <p>2.B.4a Critique ideas and impressions</p>	<p>AASL Standards</p> <p>2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.</p> <p>4.1.1 Read, view, and listen for pleasure and personal growth.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p> <p>4.1.4 Seek information for personal learning in a variety of formats and genres.</p> <p>4.1.7 Use social networks and information tools to gather and share information.</p> <p>4.2.1 Display curiosity by pursuing interests through multiple resources.</p> <p>4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.</p> <p>4.3.2 Recognize that resources are created for a</p>

<p>understanding of literary elements of plot, character, setting, theme, point of view</p> <p>6. Increases understanding of literature by participating in discussion (opinions & responses, compare/contrast, inferences, predictions)</p> <p>7. Reads or listens to a variety of authors and illustrators</p> <p>8. Engages in an in-depth study of an author's and/or illustrator's body of work</p> <p>9. Is acquainted with award-winning literature</p> <p>10. Responds to literature by participating in a variety of activities such as storytelling, drama, puppetry, finger plays, songs, poetry, reader's theater or visual arts</p> <p>11. Utilizes a variety of formats (magazines, books, non-print, electronic resources, newspapers)</p> <p>12. Reads for pleasure, to learn and to solve information needs</p> <p>13. Seeks answers to</p>	<p>generated by oral, visual, written and electronic materials</p> <p>5.A.5a Develop a research plan using multiple forms of data</p> <p>5.A.4b Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources</p> <p>5.B.4a Choose and evaluate primary and secondary sources (print and non print) for a variety of purposes</p> <p>5.B.5a Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms</p> <p>5.B.4b Use multiple sources and multiple formats; cite according to standard style manuals</p> <p>5.B.5b Credit primary and secondary sources in a form appropriate for presentation or publication for a particular audience</p> <p>5.C.4a Plan, compose, edit and revise information (e.g., brochures, formal reports, proposals, research summaries, analyses, editorials, articles, overheads, multimedia displays) for presentation to an audience</p> <p>5.C.5a Using contemporary technology, create a research presentation or prepare a documentary related to academic, technical or occupational topics and present the findings in oral or multimedia formats</p> <p>5.C.4b Produce oral presentations and written documents using supportive research and incorporating contemporary technology</p> <p>5.C.5b Support and defend a thesis statement using various references including media and electronic resources</p> <p>Math</p>	<p>variety of purposes.</p> <p>4.3.3 Seek opportunities for pursuing personal and aesthetic growth.</p> <p>4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.</p> <p>NETS-S</p> <p>1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:</p> <p>b. create original works as a means of personal or group expression.</p> <p>3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students:</p> <p>a. plan strategies to guide inquiry.</p> <p>b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.</p> <p>4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:</p> <p>a. identify and define authentic problems and significant questions for investigation.</p> <p>b. plan and manage activities to develop a solution or complete a project.</p> <p>c. collect and analyze data to identify solutions and/or make informed decisions.</p> <p>d. use multiple processes and diverse perspectives to explore alternative solutions.</p> <p>5. Digital Citizenship Students understand human, cultural, and</p>
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<p>questions</p> <p>14. Explores topics of interest</p> <p>15. Uses libraries, library resources, the Internet, and other information sources</p> <p>16. Is introduced to a variety of formats (magazines, books, non-print, electronic resources, newspapers)</p>	<p>8.B.4a Represent algebraic concepts with physical materials, words, diagrams, tables, graphs, equations and inequalities and use appropriate technology</p> <p>8.D.4 Formulate and solve linear and quadratic equations and linear inequalities algebraically and investigate nonlinear inequalities using graphs, tables, calculators and computers</p> <p>9.A.4b Make perspective drawings, tessellations and scale drawings, with and without the use of technology</p> <p>9.A.5 Use geometric figures and their properties to solve problems in the arts, the physical and life sciences and the building trades, with and without the use of technology</p> <p>10.A.4a Represent and organize data by creating lists, charts, tables, frequency distributions, graphs, scatterplots and box-plot</p> <p>10.A.5 Construct a statistics-based presentation, individually and as members of a team, to communicate and justify the results of a project</p>	<p>societal issues related to technology and practice legal and ethical behavior. Students:</p> <p>a. advocate and practice safe, legal, and responsible use of information and technology.</p> <p>b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.</p> <p>c. demonstrate personal responsibility for lifelong learning.</p> <p>d. exhibit leadership for digital citizenship.</p> <p>6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:</p> <p>a. understand and use technology systems.</p> <p>b. select and use applications effectively and productively.</p>
	<p><u>Fine Arts</u></p> <p>26.B.4bDrama: Create and perform an ensemble drama or theatre scene using research, collaboration, characterization and staging in combination with aural and visual technologies (e.g., video, lights, sets, costumes, makeup, sound, props)</p>	

Technology Grades 9-12:

Standard 5: Understands and practices Internet safety when using any social electronic media for educational or leisure purposes.

- Practices strategies that promote personal safety and protect online and offline reputation
- Recognizes a variety of networked environments as public places that are governed by codes of behavior
- Knows how to protect electronic devices from harm in an online environment

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