



Illinois Standards Aligned Instruction for Libraries

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The Illinois School Library Media Association (ISLMA) would like to express its appreciation to the following groups and individuals in assisting with the design and development of this project:

The Alliance Library System (ALS)
ALS Focus Group

ISLMA Standards Committee consisting of:
Becky Robinson, Chair
Angie Green, Christy Semande,
Connie Amon, Dorsey Chambers, Kristen Considine
John Moranski, Daniel Russo

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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 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
A. Understands scope, depth and potential usefulness of more advanced, sophisticated and diverse resources B. Develops and executes successful strategies to access information efficiently and effectively	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	<u>English</u> 1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources 1.B.5a Relate reading to prior knowledge and experience and make connections to related information 1.B.4c & d Read age-appropriate material with fluency and accuracy 1.B.5c Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work 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 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.,	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. 1.1.2 Use prior and background knowledge as context for new learning. 1.1.3 Develop and refine a range of questions to frame the search for new understanding. 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context. 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. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry.

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
- 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

- 1.1.9** Collaborate with others to broaden and deepen understanding.

- 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.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

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., Colombian 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
A. Identify main, supporting, and conflicting information using multiple sources to support interpretation or point of view. B. Critically examine and analyze relevant information from a variety of sources to discover relationships and patterns among ideas	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	<u>English</u> 1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources. 1.B.5a Relate reading to prior knowledge and experience and make connections to related information 1.B.5c Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work 1.C.4b Explain and justify an interpretation of a 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 5.A.4a Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets)	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. 2.1.2 Organize knowledge so that it is useful. 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations. 2.1.4 Use technology and other information tools to analyze and organize information. 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 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

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| <p>integrate information and ideas from a variety of sources and formats.</p> <p>7. Use technology tools, online environments, and other collaborative tools to create and share information</p> <p>8. Cites all sources used according to style formats.</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.A.5b Research, design and present a project to an academic, business or school community audience on a topic selected from among contemporary issues</p> <p>5.B.4a Choose and evaluate primary and secondary sources (print and nonprint) 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>5.C.4c Prepare for and participate in formal</p> | <p>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> <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>2.4.1 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> <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> |
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debates

Math

- 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
- 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 interpretations 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
A. Organizes and synthesizes information from multiple sources B. Creates and effectively communicates information and ideas to others C. Understands and respects the concepts of intellectual freedom, intellectual property and plagiarism	1. Analyzes information and identifies topics, subtopics and relationships 2. Organizes information in a logical sequence 3. Selects an appropriate format for communicating ideas 4. Develops a formal outline or storyboard 5. Creates a product that clearly expresses ideas 6. Uses appropriate resources and technology in creating products 7. Revises and refines as necessary 8. Presents, performs or shares information and ideas successfully 9. Evaluates product or presentation	<u>English</u> 1.A.5b Analyze the meaning of abstract concepts and the effects of particular word and phrase choices 1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources 1.B.5a Relate reading to prior knowledge and experience and make connections to related information 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect 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 1.B.4c Read age-appropriate material with fluency and accuracy 1.B.5c Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work	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. 1.1.9 Collaborate with others to broaden and deepen understanding. 1.3.1 Respect copyright/intellectual property rights of creators and producers. 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process. 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 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.

10. Does not plagiarize	1.B.5d Read age-appropriate material with fluency and accuracy	2.4.3 Recognize new knowledge and understanding.
11. Observes copyright guidelines	1.C.4b Explain and justify an interpretation of a text	3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
12. Cites print and non-print sources in a properly formatted bibliography	1.C.5b Analyze and defend an interpretation of text	3.1.2 Participate and collaborate as members of a social and intellectual network of learners.
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)	3.1.3 Use writing and speaking skills to communicate new understandings effectively.
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	3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
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.	3.1.5 Connect learning to community issues.
	1.C.5f Use tables, graphs and maps to challenge arguments, defend conclusions and persuade others	3.1.6 Use information and technology ethically and responsibly.
	2.B.4a Critique ideas and impressions generated by oral, visual, written and electronic materials	3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
	2.B.5a Analyze and express an interpretation of a literary work	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.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	3.2.3 Demonstrate teamwork by working productively with others.
	3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences	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.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	3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.
	3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences;	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

- exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence
- 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
- 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 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.
- 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.

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 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
A. Uses both text and visuals to understand literature B. Selects a "just right" book independently for personal reading C. Distinguishes between different types and elements of literature D. Analyzes and understands information presented creatively in a variety of non-textual formats E. Seeks information related to personal interests F. Selects resources and materials based on interest, need and appropriateness	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	<u>English</u> 1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources 1.B.5a Relate reading to prior knowledge and experience and make connections to related information 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect 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 1.B.4c Read age-appropriate material with fluency and accuracy 1.B.5c Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work 1.B.5d Read age-appropriate material with fluency and accuracy 1.C.4a Use questions and predictions to guide reading	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. 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. 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. 2.4.3 Recognize new knowledge and understanding. 2.4.4 Develop directions for future investigations. 4.1.1 Read, view, and listen for pleasure and personal growth. 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.

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| <ul style="list-style-type: none"> 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. 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) | <ul style="list-style-type: none"> 1.C.5a Use questions and predictions to guide reading across complex materials 1.C.4b Explain and justify an interpretation of a 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 | <ul style="list-style-type: none"> 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres. 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 |
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consciousness)

personal interests and needs.

- 2.A.4b** Explain relationships between and among literary elements including character, plot, setting, theme, conflict and resolution and their influence on the 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.