I SAIL

Illinois Standards Aligned Instruction for Libraries

-Technology Specific Version-

Permissions and Acknowledgements

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Iowa City Community School District
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Illinois State Board of Education (ISBE)
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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:
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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 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 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 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

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

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 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
A. **Demonstrates skill in using electronic catalog** B. **Locates materials on library shelves by call number** C. **Uses print and electronic sources to safely access, extract and process information** D. **Understands scope, depth and potential usefulness of a variety of available information resources** E. **Uses search and navigational features of print and electronic sources to efficiently access information**	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**	**English** **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.3c** Take notes, conduct interviews, organize and report information in oral, visual and electronic formats **Math** **9.C.3b** Develop and solve problems using geometric relationships and models, with	**AASL Standards** **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. **1.1.7** 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. **1.2.3** Demonstrate creativity by using multiple resources and formats. **1.3.3** Follow ethical and legal guidelines in gathering and using information. **1.3.5** Use information technology responsibly. **1.4.1** Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary. **1.4.4** Seek appropriate help when it is needed.

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
A. Evaluates search process B. Examines and evaluates information sources C. Extracts relevant and essential information from sources D. Compare and contrast information found in different sources. E. Draw conclusions based on explicit and implied information. F. Use common organizational patterns to organize information in order to draw conclusions	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	**English** **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.3c** Take notes, conduct interviews, organize and report information in oral, visual and electronic formats **Math** **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	**AASL Standards** **2.1.3** Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations. **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. **2.3.3** Use valid information and reasoned conclusions to make ethical decisions. **2.4.1** Determine how to act on information (accept, reject, modify). **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.

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**
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.**

operations including inverses in algebraic settings derived from economics, business and the sciences

9.C.3b Develop and solve problems using geometric relationships and models, with and without the use of technology

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 argu-ment 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

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.

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.

3. Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information. Students:
a. plan strategies to guide inquiry.
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 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.

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
A. **Organizes and synthesizes information from multiple sources** B. **Creates and effectively communicates information and ideas to others** C. **Understands the concept of plagiarism and cites sources properly** D. **Applies Internet guidelines and protocols as defined in the district's policies**	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**	**English** **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 **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 multi-media compositions that represent group projects **5.A.3a** Identify appropriate resources to solve problems or answer questions through research **5.A.3b** Design a project related to con-	**AASL Standards** **1.3.1** Respect copyright/intellectual property rights of creators and producers. **2.1.6** Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. **2.3.3** Use valid information and reasoned conclusions to make ethical decisions. **3.1.2** Participate and collaborate as members of a social and intellectual network of learners. **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. **3.1.6** Use information and technology ethically and responsibly. **3.3.2** Respect the differing interests and experiences of others, and seek a variety of viewpoints. **3.3.6** Use information and knowledge in the service of democratic values. **3.3.7** Respect the principles of intellectual

guidelines

9. **Cites print and non-print sources in a properly formatted bibliography**
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.**

temporary 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.3c Take notes, conduct interviews, organize and report information in oral, visual and electronic formats

Math

8.B.3 Use graphing technology and algebraic methods to analyze and predict linear relationships and make generalizations from linear patterns

9.A.3b Draw transformation images of figures, with and without the use of technology

9.C.3b Develop and solve problems using geometric relationships and models, with and without the use of technology

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

freedom.

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

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:
a. plan strategies to guide inquiry.
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

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
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 and goals** F. **Selects resources and materials based on 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, pourqoui 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,	**English** **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.3c** Take notes, conduct interviews, organize and report information in oral, visual and electronic formats **Math** **8.B.3** Use graphing technology and algebraic methods to analyze and predict linear relationships and make generalizations from	**AASL Standards** **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. **4.1.1** Read, view, and listen for pleasure and personal growth **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. **4.3.2.** Recognize that resources are created for a variety of purposes. **4.3.3.** Seek opportunities for pursuing personal and aesthetic growth. **4.4.6.** Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs

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

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.