

Illinois Standards-Aligned Instruction for Libraries • 2011



Aligned with Illinois Common Core Standards,
AASL Standards for the 21st Century Learner,
and Guided by NETS-S

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

ISLMA Standards Committee consisting of:

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Purpose

To empower, educate, and encourage school library information specialists to plan strategically with other teachers to incorporate information literacy skills in lessons and thereby provide college and career readiness for students.

Vision

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

History

Annually, the Alliance Library System consulting staff (now part of RAILS-Reaching Across Illinois Library System) conducted site visits at each of the member libraries. In 2007, the staff noticed a 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 an online wiki. In October 2008, the framework was presented to the Illinois School Library Media Association (ISLMA) for adoption as a statewide model. The 2011 revision occurred as a response to the adoption of the Illinois Common Core Standards in English and Math. The I-SAIL document will continue to be revised as needed to maintain its currency and usefulness.

I-SAIL Standards

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

- Recognize the need for information
- Formulate questions based on information needs
- Identify various potential sources of information
- Develop and use successful strategies for locating information
- Seek information from diverse sources

Standard 2: Evaluate information critically and competently

- Determine accuracy, relevance, and comprehensiveness of information
- Distinguish among fact, point of view, and opinion
- Identify inaccurate and misleading information
- Select information appropriate to the problem or question

Standard 3: Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society

- Organize information for practical application
- Integrate new information into own schema
- Produce and communicate information and ideas in appropriate formats
- Use problem-solving techniques to devise strategies for improving process or product
- Practice ethical behavior when using print and digital resources (including freedom of speech, intellectual freedom, copyright, and plagiarism)

Standard 4: Appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth

- Cultivate a love of reading and become a self-motivated reader
- Develop a knowledge of genres and literary elements
- Derive meaning from informational texts in various formats

Standard 5: Understand and practice Internet safety when using any electronic media for educational, social, or recreational purposes

- Practice strategies that promote personal safety and protect online and offline reputation
- Recognize that networked environments are public places governed by codes of ethical behavior
- Practice positive digital citizenship
- Distinguish website authority, validity, and purpose
- Understand the need for protecting personal privacy when using public access to digital sources
- Protect personal information and electronic devices in an online environment

11th GRADE

<p><u>Standard 1</u></p> <p>Access information efficiently and effectively to inquire, think critically, and gain knowledge</p> <ul style="list-style-type: none"> • Recognize the need for information • Formulate questions based on information needs • Identify various potential sources of information • Develop and use successful strategies for locating information • Seek information from diverse sources 	<p>LIBRARY BENCHMARKS</p>
	<p>A. Understand scope, depth, and potential usefulness of more advanced, sophisticated, and diverse resources</p> <p>B. Develop and execute successful strategies to access information efficiently and effectively</p>
	<p>LIBRARY OBJECTIVES</p>
	<p>1. Create a purpose or thesis statement to define an information need and use search strategies to identify resources and locate information</p> <p>2. Employ advanced features of library catalog and other databases</p> <p>3. Consider scope, depth, and accessibility of diverse, sophisticated resources to efficiently select resources most appropriate for information need</p>

COMMON CORE STANDARDS

AASL STANDARDS FOR
THE 21ST CENTURY
LEARNER

NETS-S

Writing***Research to Build and Present Knowledge***

- CC.11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CC.11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Language***Vocabulary Acquisition and Use***

- CC.11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
- CC.11-12.L.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- CC.11-12.L.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

- 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 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

3. Research and Information Fluency

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

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

English/Language Arts Strand Code: RL=Reading Literature; RI=Reading Informational Text; RF=Reading Foundational Skills; W=Writing; SL=Speaking and Listening; L=Language; RH=Reading in History/Social Studies; RST=Reading in Science and Technical Subjects; WHST=Writing in History/Social Studies, Science, and Technical Subjects; CC=Common Core

Math Standards Code: OA=Operations and Algebraic Thinking; NBT=Number and Operations in Base 10; MD=Measurements and Data; G=Geometry; NF=Number and Operations-Fractions; RP=Ratios and Proportional Relationships; NS=Number System; EE=Expressions and Equations; S=Statistics and Probability; S-ID=Interpreting Categorical and Quantitative Data; S-IC=Making Inferences and Justifying Conclusions; F=Functions. F-IF=Interpreting Functions.

Reading in History/Social Studies

Craft and Structure

CC.11-12.RH.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

CC.11-12.RH.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CC.11-12.RH.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Reading in Science and Technical Subjects

Key Ideas and Details

CC.11-12.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CC.11-12.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

CC.11-12.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

Writing in History/Social Studies, Science, and Technical Subjects

Text Types and Purposes

CC.11-12.WHST.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

pursuing inquiry.

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

5. Digital Citizenship

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

Students:

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

6. Technology Operations and Concepts

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

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

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Production and Distribution of Writing

CC.11-12.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

CC.11-12.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.11-12.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.11-12.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

Statistics and Probability**Making Inferences and Justifying Conclusions**

CC.9-12.S.IC.5 Make inferences and justify conclusions from sample surveys, experiments, and observational studies. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.*

CC.9-12.S.IC.6 Make inferences and justify conclusions from sample surveys, experiments, and observational studies. Evaluate reports based on data.*

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 or weaknesses.

1.4.4 Seek appropriate help when it is needed.

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.

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

2.2.1 Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.

2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the

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- evidence.
- 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.
- 2.3.3 Use valid information and reasoned conclusions to make ethical decisions.
- 2.4.1 Determine how to act on information (accept, reject, modify).
- 2.4.2 Reflect on systematic process and assess for completeness of investigation.

- 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
- 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
- 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
- 3.1.6 Use information and technology ethically and responsibly.
- 3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
- 3.3.7 Respect the principles of intellectual freedom.

11th GRADE

<p><u>Standard 2</u></p> <p>Evaluate information critically and competently</p> <ul style="list-style-type: none"> Determine accuracy, relevance, and comprehensiveness of information Distinguish among fact, point of view, and opinion Identify inaccurate and misleading information Select information appropriate to the problem or question 	<p>LIBRARY BENCHMARKS</p>
	<p>A. Identify main, supporting, and conflicting information using multiple sources to support interpretation or point of view</p> <p>B. Critically examine and analyze relevant information from various sources to discover relationships and patterns among ideas</p>
	<p>LIBRARY OBJECTIVES</p>
	<ol style="list-style-type: none"> Read, view, and listen to information critically Apply evaluative criteria to print and/or nonprint materials to determine the relative value of the information: relevancy, suitability, authority, objectivity, currency Identify information relevant and essential to the information need Use paraphrasing, highlighting, or other extraction techniques or strategies to identify and record relevant information Combine ideas and information to develop and demonstrate new understanding Work with others to select, organize, and integrate information and ideas from various sources and formats Use technology tools, online environments, and other collaborative tools to create and share information Cite all sources used according to style formats within print and electronic resources effectively and independently

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COMMON CORE STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER	NETS-S
<p>Reading Literature <i>Key Ideas and Details</i></p> <p>CC.11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CC.11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p><i>Craft and Structure</i></p> <p>CC.11-12.RL.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><i>Integration of Knowledge and Ideas</i></p> <p>CC.11-12.RL.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>CC.11-12.RL.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p> <p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</p> <p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p>	<p>1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:</p> <ol style="list-style-type: none"> apply existing knowledge to generate new ideas, products, or processes. create original works as a means of personal or group expression. use models and simulations to explore complex systems and issues. <p>2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:</p> <ol style="list-style-type: none"> interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. communicate information and ideas effectively to multiple audiences using a variety of media and formats. contribute to project teams to produce original works or solve problems. <p>3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students:</p>
<p>Reading Informational Text <i>Key Ideas and Details</i></p> <p>CC.11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>		

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CC.11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Craft and Structure

CC.11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CC.11-12.RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CC.11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Integration of Knowledge and Ideas

CC.11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.11-12.RI.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

Integration of Knowledge and Ideas

CC.11-12.RI.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Writing

Text Types and Purposes

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.

1.4.1 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 or weaknesses.

1.4.4 Seek appropriate help when needed.

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.

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

4. Critical Thinking, Problem Solving, and Decision Making

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

- identify and define authentic problems and significant questions for investigation.
- plan and manage activities to develop a solution or complete a project.
- collect and analyze data to identify solutions and/or make informed decisions.
- 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:

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

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<p>CC.11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>2.1.2 Organize knowledge so that it is useful.</p>	<p>collaboration, learning, and productivity.</p>
<p>CC.11-12.W.1.a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p>	<p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p>	<p>c. demonstrate personal responsibility for lifelong learning. d. exhibit leadership for digital citizenship.</p>
<p>CC.11-12.W.1.b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>	<p>2.1.4 Use technology and other information tools to analyze and organize information.</p>	<p>6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:</p>
<p>CC.11-12.W.1.e Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p>	<p>a. understand and use technology systems.</p>
<p>CC.11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p>	<p>b. select and use applications effectively and productively.</p>
<p>CC.11-12.W.2.a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.</p>	<p>c. troubleshoot systems and applications. d. transfer current knowledge to learning of new technologies.</p>
<p>CC.11-12.W.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p>	
<p>CC.11-12.W.2.d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</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>CC.11-12.W.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p>	
<p>Research to Build and Present Knowledge</p>	<p>2.3.1 Connect understanding to the real world.</p>	
<p>CC.11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject,</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</p>	

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demonstrating understanding of the subject under investigation.
 CC.11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.11-12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.11-12.W.9.b Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]”).

Range of Writing

CC.11-12.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

CC.11-12.SL.1.a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CC.11-12.SL.1.c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CC.11-12.SL.1.d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine

decisions.

2.4.1 Determine how to act on information (accept, reject, modify).

2.4.2 Reflect on systematic process and assess for completeness of investigation.

2.4.3 Recognize new knowledge and understanding.

2.4.4 Develop directions for future investigations.

3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.

3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

3.1.6 Use information and technology ethically and responsibly.

3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

3.2.3 Demonstrate teamwork by working productively with others.

3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the

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what additional information or research is required to deepen the investigation or complete the task.

CC.11-12.SL.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.11-12.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Language

Conventions of Standard English

CC.11-12.L.1.b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed.

Reading in History/Social Studies

Key Ideas and Details

CC.11-12.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CC.11-12.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CC.11-12.RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

CC.11-12.RH.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

CC.11-12.RH.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

community.

3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.

3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.

3.3.7 Respect the principles of intellectual freedom.

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

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.

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

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.

4.3.2 Recognize that resources are created for a variety of purposes.

4.4.1 Identify own areas of interest.

4.4.4 Interpret new information based on cultural and social context.

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CC.11-12.RH.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CC.11-12.RH.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Reading in Science and Technical Subjects

Key Ideas and Details

CC.11-12.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CC.11-12.RST.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CC.11-12.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

CC.11-12.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

CC.11-12.RST.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.11-12.RST.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Ideas

CC.11-12.RST.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.11-12.RST.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when

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possible and corroborating or challenging conclusions with other sources of information.

CC.11-12.RST.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Writing in History/Social Studies, Science, and Technical Subjects

Text Types and Purposes

CC.11-12.WHST.1.a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence

CC.11-12.WHST.1.b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

CC.11-12.WHST.1.e Provide a concluding statement or section that follows from or supports the argument presented.

CC.11-12.WHST.2.a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CC.11-12.WHST.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CC.11-12.WHST.2.e Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

CC.11-12.WHST.4 Produce clear and coherent writing in which the

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development, organization, and style are appropriate to task, purpose, and audience.

CC.11-12.WHST.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.11-12.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

CC.11-12.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.11-12.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.11-12.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

Functions

Interpreting Functions

CC.9-12.F.IF.6 Interpret functions that arise in applications in terms of the context. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*

CC.9-12.F.IF.7 Analyze functions using different representations.
Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*

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Statistics and Probability

Making Inferences and Justifying Conclusions

- CC.9-12.S.IC.1 Understand and evaluate random processes underlying statistical experiments. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.*
- CC.9-12.S.IC.3 Make inferences and justify conclusions from sample surveys, experiments, and observational studies. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.*
- CC.9-12.S.IC.4 Make inferences and justify conclusions from sample surveys, experiments, and observational studies. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.*
- CC.9-12.S.IC.5 Make inferences and justify conclusions from sample surveys, experiments, and observational studies. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.*
- CC.9-12.S.IC.6 Make inferences and justify conclusions from sample surveys, experiments, and observational studies. Evaluate reports based on data.*

Using Probability to Make Decisions

- CC.9-12.S.MD.5 (+) Use probability to evaluate outcomes of decisions. Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.*
- CC.9-12.S.MD.5b (+) Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.*
- CC.9-12.S.MD.6 (+) Use probability to evaluate outcomes of decisions. Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).*
- CC.9-12.S.MD.7 (+) Use probability to evaluate outcomes of decisions. Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).*

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11th GRADE

<p><u>Standard 3</u></p> <p>Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society</p> <ul style="list-style-type: none"> Organize information for practical application Integrate new information into own schema Produce and communicate information and ideas in appropriate formats Use problem-solving techniques to devise strategies for revising and improving process and product Practice ethical behavior when using print and digital resources (including freedom of speech, intellectual freedom, copyright, and plagiarism) 	LIBRARY BENCHMARKS
	<ul style="list-style-type: none"> A. Organize and synthesize information from multiple sources B. Create and effectively communicate information and ideas to others C. Understand and respect the concepts of intellectual freedom, intellectual property, and plagiarism
	LIBRARY OBJECTIVES

- Analyze information and identify topics, subtopics, and relationships**
- Organize information in a logical sequence**
- Select an appropriate format for communicating ideas**
- Develop a formal outline or storyboard**
- Create a product that clearly expresses ideas**
- Use appropriate resources and technology in creating products**
- Revise and refine as necessary**
- Present, perform, or share information and ideas successfully**
- Evaluate product or presentation**
- Do not plagiarize**
- Observe copyright guidelines**
- Cite print and nonprint sources in a properly formatted bibliography**
- Respect intellectual freedom and recognize various viewpoints**

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COMMON CORE STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER	NETS-S
<p>Reading Literature <i>Key Ideas and Details</i></p> <p>CC.11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CC.11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.</p> <p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of</p>	<p>1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:</p> <p>a. apply existing knowledge to generate new ideas, products, or processes.</p> <p>b. create original works as a means of personal or group expression.</p> <p>2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:</p> <p>a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.</p> <p>b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.</p> <p>d. contribute to project teams to produce original works or solve problems.</p> <p>3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students:</p> <p>a. plan strategies to guide inquiry.</p> <p>b. locate, organize, analyze, evaluate,</p>
<p>Reading Informational Text <i>Key Ideas and Details</i></p> <p>CC.11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CC.11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>CC.11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><i>Craft and Structure</i></p> <p>CC.11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>		

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Integration of Knowledge and Ideas

CC.11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.11-12.RI.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

Writing**Text Types and Purposes**

CC.11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CC.11-12.W.1.a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CC.11-12.W.1.b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CC.11-12.W.1.c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CC.11-12.W.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CC.11-12.W.1.e Provide a concluding statement or section that follows from and supports the argument presented.

CC.11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and

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.

1.4.1 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 or weaknesses.

1.4.4 Seek appropriate help when needed.

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.

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<p>accurately through the effective selection, organization, and analysis of content.</p> <p>CC.11-12.W.2.a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CC.11-12.W.2.c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>CC.11-12.W.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CC.11-12.W.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>CC.11-12.W.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>2.1.4 Use technology and other information tools to analyze and organize information.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.2 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</p>	<p>6. Technology Operations and Concepts</p> <p>Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:</p> <ol style="list-style-type: none"> understand and use technology systems. select and use applications effectively and productively. troubleshoot systems and applications. transfer current knowledge to learning of new technologies.
<p>Production and Distribution of Writing</p> <p>CC.11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>		
<p>Research to Build and Present Knowledge</p> <p>CC.11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC.11-12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		
<p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>CC.11-12.SL.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in</p>		

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order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.11-12.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Idea

CC.11-12.SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

CC.11-12.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Language

Conventions of Standard English

CC.11-12.L.1.b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed.

Reading in History/Social Studies

Key Ideas and Details

CC.11-12.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CC.11-12.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CC.11-12.RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

conclusions to make ethical decisions.

2.4.1 Determine how to act on information (accept, reject, modify).

2.4.2 Reflect on systematic process and assess for completeness of investigation.

2.4.3 Recognize new knowledge and understanding.

3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.

3.1.2 Participate and collaborate as members of a social and intellectual network of learners.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

3.1.5 Connect learning to community issues.

3.1.6 Use information and technology ethically and responsibly.

3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.

3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.

3.2.3 Demonstrate teamwork by working

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Craft and Structure

CC.11-12.RH.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CC.11-12.RH.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CC.11-12.RH.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

CC.11-12.RH.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CC.11-12.RH.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CC.11-12.RH.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Reading in Science and Technical Subjects**Key Ideas and Details**

CC.11-12.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

CC.11-12.RST.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CC.11-12.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

CC.11-12.RST.4 Determine the meaning of symbols, key terms, and

productively with others.

3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.

3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.

3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.

3.3.4 Create products that apply to authentic, real-world contexts.

3.3.5 Contribute to the exchange of ideas within and beyond the learning community.

3.3.6 Use information and knowledge in the service of democratic values.

3.3.7 Respect the principles of intellectual freedom.

3.4.2 Assess the quality and effectiveness of the learning product.

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.

4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

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.

4.2.3 Maintain openness to new ideas by considering divergent opinions,

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other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

Craft and Structure

CC.11-12.RST.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CC.11-12.RST.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Ideas

CC.11-12.RST.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CC.11-12.RST.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CC.11-12.RST.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity

CC.11-12.RST.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.

Writing in History/Social Studies, Science, and Technical Subjects

Text Types and Purposes

CC.11-12.WHST.1 Write arguments focused on discipline-specific content.

CC.11-12.WHST.1.a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

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.

4.3.2 Recognize that resources are created for a variety of purposes.

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

4.4.1 Identify own areas of interest.

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.

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- CC.11-12.WHST.1.b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- CC.11-12.WHST.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- CC.11-12.WHST.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- CC.11-12.WHST.1e Provide a concluding statement or section that follows from or supports the argument presented.
- CC.11-12.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- CC.11-12.WHST.2.a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- CC.11-12.WHST.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- CC.11-12.WHST.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- CC.11-12.WHST.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- CC.11-12.WHST.2e Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

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Production and Distribution of Writing

- CC.11-12.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.11-12.WHST.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CC.11-12.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

- CC.11-12.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CC.11-12.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- CC.11-12.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

11th GRADE

<p><u>Standard 4</u></p> <p>Appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth</p> <ul style="list-style-type: none"> • Cultivate a love of reading and become a self-motivated reader • Develop a knowledge of genres and literary elements • Derive meaning from informational texts in various formats 	<p>LIBRARY BENCHMARKS</p>
	<p>A. Use both text and visuals to understand literature</p> <p>B. Select a book for a specific purpose</p> <p>C. Distinguish between different types and elements of literature</p> <p>D. Analyze and understand information presented creatively in various nontextual formats</p> <p>E. Seek information related to personal interests</p> <p>F. Select resources and materials based on interest, need, and appropriateness</p>
	<p>LIBRARY OBJECTIVES</p> <ol style="list-style-type: none"> 1. Self-select reading material appropriate for a specific purpose 2. Read literature from diverse places and perspectives 3. Read from a wide range of genres 4. Read informational texts for enjoyment and to fulfill information need 5. Recognize and make meaning from literary elements used within works 6. Participate in discussions about literature to share opinions and responses 7. Read deeply in areas of individual taste in series, author, and genre reading 8. Use literary awards to help guide personal reading selections 9. Appreciate information presented creatively in various formats 10. Read for pleasure, seek answers, and explore topics of personal interest 11. Access libraries, library staff, and library resources both personally and virtually

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COMMON CORE STANDARDS

AASL STANDARDS FOR
THE 21ST CENTURY
LEARNER

NETS-S

Reading Literature**Key Ideas and Details**

- CC.11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- CC.11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- CC.11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

- CC.11-12.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- CC.11-12.RL.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- CC.11-12.RL.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

- CC.11-12.RL.7 Analyze multiple interpretations of a story, drama, or

- 1.1.3 Develop and refine a range of questions to frame 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 to 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.
- 1.1.9 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.

2. Communication and Collaboration

- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
- interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
 - 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:
- locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

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

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poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

CC.11-12.RL.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

CC.11-12.RL.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Reading Informational Text

Key Ideas and Details

CC.11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CC.11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

CC.11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CC.11-12.RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CC.11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style

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.

1.3.2 Seek divergent perspectives during information gathering and assessment.

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

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 or weaknesses.

1.4.4 Seek appropriate help when needed.

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

and resources. Students:

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

5. Digital Citizenship

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

Students:

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

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

c. demonstrate personal responsibility for lifelong learning.

d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

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

a. understand and use technology systems.

b. select and use applications effectively and productively.

c. troubleshoot systems and applications.

d. transfer current knowledge to learning of new technologies.

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and content contribute to the power, persuasiveness, or beauty of the text.

Integration of Knowledge and Ideas

CC.11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Range of Reading and Level of Text Complexity

CC.11-12.RI.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

Writing

Text Types and Purposes

CC.11-12.W.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

Research to Build and Present Knowledge

CC.11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.11-12.W.9.a Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

CC.11-12.W.9.b Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and

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 cannot be drawn.

2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.

2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

2.2.4 Demonstrate personal productivity by completing products to express learning.

2.4.1 Determine how to act on information (accept, reject, modify).

2.4.2 Reflect on systematic process and assess for completeness of investigation.

2.4.3 Recognize new knowledge and understanding.

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arguments in works of public advocacy (e.g., The Federalist, presidential addresses]).

Speaking and Listening

Comprehension and Collaboration

- CC.11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CC.11-12.SL.1.a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- CC.11-12.SL.1.b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- CC.11-12.SL.1.c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- CC.11-12.SL.1.d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- CC.11-12.SL.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Language

Knowledge of Language

- CC.11-12.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices

2.4.4 Develop directions for future investigations.

- 3.1.2 Participate and collaborate as members of a social and intellectual network of learners.
- 3.1.3 Use writing and speaking skills to communicate new understandings effectively.
- 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
- 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
- 3.2.3 Demonstrate teamwork by working productively with others.
- 3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
- 3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.
- 3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.
- 3.3.5 Contribute to the exchange of ideas within and beyond the learning community.
- 3.4.2 Assess the quality and effectiveness of the learning product.
- 3.4.3 Assess own ability to work with

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for meaning or style, and to comprehend more fully when reading or listening.

CC.11-12.L.3.a Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use

CC.11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

CC.11-12.L.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CC.11-12.L.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

CC.11-12.L.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CC.11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CC.11-12.L.5.a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

CC.11-12.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading in History/Social Studies

Key Ideas and Details

CC.11-12.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.

4.1.1 Read, view, and listen for pleasure and personal growth.

4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.

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

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Craft and Structure

CC.11-12.RH.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CC.11-12.RH.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CC.11-12.RH.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

CC.11-12.RH.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CC.11-12.RH.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Range of Reading and Level of Text Complexity

CC.11-12.RH.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

Reading in Science and Technical Subjects**Craft and Structure**

CC.11-12.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

Range of Reading and Level of Text Complexity

CC.11-12.RST.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.

Writing in History/Social Studies, Science, and Technical Subjects**Text Types and Purposes**

CC.11-12.WHST.2.d Use precise language, domain-specific

expressing an interest in various literary genres.

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

4.3.2 Recognize that resources are created for a variety of purposes.

4.3.3 Seek opportunities for pursuing personal and aesthetic growth.

4.4.1 Identify own areas of interest.

4.4.2 Recognize the limits of own personal knowledge.

4.4.3 Recognize how to focus the efforts in personal learning.

4.4.4 Interpret new information based on cultural and social context.

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

4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

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vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

Production and Distribution of Writing

CC.11-12.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

CC.11-12.WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.11-12.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.11-12.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

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11th GRADE

<p><u>Standard 5</u></p> <p>Understand and practice Internet safety when using any electronic media for educational, social, or recreational purposes</p> <ul style="list-style-type: none"> Practice strategies that promote personal safety and protect online and offline reputation Recognize that networked environments are public places governed by codes of ethical behavior Practice positive digital citizenship Distinguish website authority, validity, and purpose Understand the need for protecting personal privacy when using public access to digital sources Protect personal information and electronic devices in an online environment 	<p>LIBRARY BENCHMARKS</p> <p>A. Understand the long-term impact of digital information B. Behave responsibly and respectfully in a networked environment C. Use electronic devices safely and appropriately</p> <p>LIBRARY OBJECTIVES</p> <ol style="list-style-type: none"> Acknowledge the permanence of online content and understand that once information (including photos, videos, etc.) is posted online, it is no longer controlled by the original poster, and consider the consequences of posting personal information Use the Internet to locate information safely Foster a positive online reputation and abstain from inappropriate or illegal online behavior Report inappropriate online behavior (harassment, cyberbullying, threats, etc.) Recognize and avoid inappropriate content (advertising, malware, phishing, viruses, pornography, etc.) Recognize and avoid potentially damaging or invasive content (malware, phishing scams, viruses, etc.) by using appropriate filters and antivirus software Download content only from ethical and reputable sources Understand the basics of online consumerism (identity theft, security, fraud, phishing, etc.) Read and comprehends AUPs, privacy policies, and terms of use
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COMMON CORE STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER	NETS-S
<p>Reading Informational Text <i>Integration of Knowledge and Ideas</i> CC.11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness to needs, importance, and social and cultural context.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p> <p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</p> <p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.</p>	<p>2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:</p> <p>a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.</p> <p>c. develop cultural understanding and global awareness by engaging with learners of other cultures.</p> <p>3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students:</p> <p>b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.</p> <p>4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools</p>
<p>Writing <i>Production and Distribution of Writing</i> CC.11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><i>Research to Build and Present Knowledge</i> CC.11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>		
<p>Speaking and Listening <i>Comprehension and Collaboration</i> CC.11-12.SL.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating</p>		

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the credibility and accuracy of each source and noting any discrepancies among the data.

Presentation of Knowledge and Idea

CC.11-12.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Reading in History/Social Studies

CC.11-12.RH.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Reading in Science and Technical Subjects

Craft and Structure

CC.11-12.RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

Integration of Knowledge and Ideas

CC.11-12.RST.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Writing in History/Social Studies, Science, and Technical Subjects

Text Types and Purposes

CC.11-12.WHST.2.a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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.

1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.

1.4.3 Monitor gathered information and assess for gaps or weaknesses.

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

and resources. Students:

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

5. Digital Citizenship

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

Students:

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

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

c. demonstrate personal responsibility for lifelong learning.

d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

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

a. understand and use technology systems.

b. select and use applications effectively and productively.

c. troubleshoot systems and applications.

d. transfer current knowledge to learning of new technologies.

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Production and Distribution of Writing

CC.11-12.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

CC.11-12.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.11-12.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

organize information.

2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.

2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.

2.4.1 Determine how to act on information (accept, reject, modify).

2.4.2 Reflect on systematic process and assess for completeness of investigation.

3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.

3.1.3 Use writing and speaking skills to communicate new understandings effectively.

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

3.1.6 Use information and technology ethically and responsibly.

3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.

3.3.7 Respect the principles of intellectual

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freedom.

- 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
- 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.