

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

Permissions and Acknowledgements

Permission has been obtained from the following organizations to use their materials in this document:

Iowa City Community School District

American Association of School Librarians (AASL)

Guided by NETS for Students: National Educational Technology Standards for Students, Second Edition, © 2007, ISTE® (International Society for Technology in Education), www.iste.org. All rights reserved.

Permission to use, reproduce, and distribute this document in its entirety is hereby granted for private, non-commercial and educational purposes only. For any use of this material outside of the I-SAIL framework, permission must be obtained individually from each of these organizations.



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:

2011: Becky Robinson, Chair; Erin Wyatt, Board Representative; Pam Kramer, Adviser
Katie Alexander, Vandora Elfrink, Inma Galan-Leonard, Angie Green, Marianne O'Keefe,
Salvatini, Christy Semande, Paula Shapiro, Karen Smith-Cox.

2008: Becky Robinson, Chair
Connie Amon, Dorsey Chambers, Kristen Considine, Angie Green,
John Moranski, Daniel Russo, Christy Semande.

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 of 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

9th 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>
<ol style="list-style-type: none"> 1. With guidance, create a purpose or thesis statement to define an information need and use search strategies to identify resources and locate information 2. Identify and use various strategies and techniques to execute and refine successful searches (e.g., Boolean) 3. Employ advanced features of library catalog and other databases with guidance 4. Consider scope, depth, and accessibility of materials to efficiently select resource most appropriate for information need 	

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.

COMMON CORE STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER	NETS-S
<p>Reading Informational Text <i>Craft and Structure</i> CC.9-10.RI.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>Writing <i>Text Types and Purposes</i> CC.9-10.W.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p><i>Research to Build and Present Knowledge</i> CC.9-10.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.9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CC.9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p> <p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.1.8 Demonstrate mastery of technology tools for accessing information and</p>	<p>3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students:</p> <ol style="list-style-type: none"> 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. <p>4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:</p> <ol style="list-style-type: none"> 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.
<p>Language <i>Vocabulary Acquisition and Use</i> CC.9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10</p>		

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 and content, choosing flexibly from a range of strategies.
- CC.9-10.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, or its etymology.
- CC.9-10.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).

Reading in History/Social Studies

Craft and Structure

- CC.9-10.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Integration of Knowledge and Ideas

- CC.9-10.RH.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Reading in Science and Technical Subjects

Key Ideas and Details

- CC.9-10.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

Craft and Structure

- CC.9-10.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 9–10 texts and topics.

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

Research to Build and Present Knowledge

- CC.9-10.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.9-10.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches

- 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 processes for effectiveness and

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 collaboration, learning, and productivity.
- demonstrate personal responsibility for lifelong learning.
- exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

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

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

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.

effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Statistics and Probability

Making Inferences and Justifying Conclusions

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

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

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.

- 2.3.2 Consider diverse and global perspectives in drawing conclusions.
- 2.3.3 Use valid information and reasoned conclusions to make ethical decisions.
- 2.4.1 Determine how to act on information (accept, reject, modify).
- 2.4.2 Reflect on systematic process and assess for completeness of investigation.

- 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.
- 3.1.5 Connect learning to community issues.
- 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.
- 3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.
- 3.3.7 Respect the principles of intellectual freedom.

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

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.

formats and genres.
4.4.4 Interpret new information based on
cultural and social context.

9th 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"> 1. Read, view, and listen to information critically 2. Apply evaluative criteria to print and/or nonprint materials to determine the relative value of the information: relevancy, suitability, authority, objectivity, currency 3. Identify information relevant and essential to the information need 4. Use paraphrasing, highlighting, or other extraction techniques or strategies to identify and record relevant information 5. Combine ideas and information to develop and demonstrate new understanding 6. Work with others to select, organize, and integrate information and ideas from various sources and formats 7. Use technology tools, online environments, and other collaborative tools to create and share information 8. Cite all sources used according to style formats within print and electronic resources effectively and independently

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.

COMMON CORE STANDARDS

AASL STANDARDS FOR
THE 21ST CENTURY
LEARNER

NETS-S

Reading Literature**Key Ideas and Details**

CC.9-10.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.

Craft and Structure

CC.9-10.RL.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

CC.9-10.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

Reading Informational Text**Key Ideas and Details**

CC.9-10.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.

CC.9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC.9-10.RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

CC.9-10.RI.4 Determine the meaning of words and phrases as they

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.

1.1.6 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 to access information and pursue inquiry.

1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

1. Creativity and Innovation

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

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

2. Communication and Collaboration

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

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

3. Research and Information Fluency

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

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.

are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CC.9-10.RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

CC.9-10.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

CC.9-10.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

CC.9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CC.9-10.RI.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter From Birmingham Jail"), including how they address related themes and concepts.

Writing

Text Types and Purposes

CC.9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CC.9-10.W.1.a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

CC.9-10.W.2.a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CC.9-10.W.2.b Develop the topic with well-chosen, relevant, and

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.

1.3.5 Use information technology responsibly.

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

1.4.3 Monitor gathered information and assess for gaps 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

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

4. Critical Thinking, Problem Solving, and Decision Making

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

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

5. Digital Citizenship

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

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

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.

sufficient 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.9-10.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.9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.9-10.W.9.b Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Speaking and Listening

Comprehension and Collaboration

CC.9-10.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 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.9-10.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.9-10.SL.1.b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

understandings, draw conclusions, and create new knowledge.

2.1.2 Organize knowledge so that it is useful.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.

2.1.4 Use technology and other information tools to analyze and organize information.

2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

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

2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions 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.

2.3.1 Connect understanding to the real world.

2.3.2 Consider diverse and global perspectives in drawing conclusions.

2.3.3 Use valid information and reasoned

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.

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.

- CC.9-10.SL.1.c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- CC.9-10.SL.1.d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- CC.9-10.SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- CC.9-10.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Reading in History/Social Studies

Key Ideas and Details

- CC.9-10.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CC.9-10.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CC.9-10.RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

- CC.9-10.RH.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CC.9-10.RH.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.
- CC.9-10.RH.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Reading in Science and Technical Subjects

Key Ideas and Details

- conclusions to make ethical decisions.
- 2.4.1 Determine how to act on information (accept, reject, modify).
- 2.4.2 Reflect on systematic process and assess for completeness of investigation.
- 2.4.3 Recognize new knowledge and understanding.
- 2.4.4 Develop directions for future investigations.
- 3.1.1 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.
- 3.1.5 Connect learning to community issues.
- 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.
- 3.3.1 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

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.

CC.9-10.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

CC.9-10.RST.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

Craft and Structure

CC.9-10.RST.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

CC.9-10.RST.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Integration of Knowledge and Ideas

CC.9-10.RST.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

CC.9-10.RST.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

CC.9-10.RST.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

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

Text Types and Purposes

CC.9-10.WHST.1.b Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

CC.9-10.WHST.2.a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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.

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

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.

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.

4.1.6 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. 4.4.4 Interpret new information based on cultural and social context.

4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

4.3.2 Recognize that resources are

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.

CC.9-10.WHST.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

created for a variety of purposes.

Production and Distribution of Writing

CC.9-10.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

CC.9-10.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.9-10.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.9-10.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.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.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.*

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.

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

Statistics and Probability

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.*

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.

9th GRADE

<u>Standard 3</u>	LIBRARY BENCHMARKS
Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society	<p>A. Organize and synthesize information from multiple sources</p> <p>B. Create and effectively communicate information and ideas to others</p> <p>C. Understand and respect the concepts of intellectual freedom, intellectual property, and plagiarism</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 OBJECTIVES
	<ol style="list-style-type: none"> 1. Analyze information and identify topics, subtopics, and relationships 2. Organize information in a logical sequence 3. Select an appropriate format for communicating ideas 4. Develop a formal outline or storyboard 5. Create a product that clearly expresses ideas 6. Use appropriate resources and technology in creating products 7. Revise and refine as necessary 8. Present, perform, or share information and ideas successfully 9. Evaluate product or presentation 10. Do not plagiarize 11. Observe copyright guidelines 12. Cite print and nonprint sources in a properly formatted bibliography 13. Respect intellectual freedom and recognize various viewpoints

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.

COMMON CORE STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER	NETS-S
<p>Reading Literature Key Ideas and Details CC.9-10.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. CC.9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Integration of Knowledge and Ideas CC.9-10.RL.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</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. 1.1.2 Use prior and background knowledge as context for new learning. 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. 1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry. 1.1.9 Collaborate with others to broaden and deepen understanding.</p>	<p>1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: a. apply existing knowledge to generate new ideas, products, or processes. b. create original works as a means of personal or group expression.</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: a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. b. communicate information and ideas effectively to multiple audiences using a variety of media and formats. d. contribute to project teams to produce original works or solve problems.</p> <p>3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: a. plan strategies to guide inquiry. b. locate, organize, analyze, evaluate,</p>
<p>Reading Informational Text Key Ideas and Details CC.9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.9-10.RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. Craft and Structure CC.9-10.RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). CC.9-10.RI.6 Determine an author's point of view or purpose in a text</p>		

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.

and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

- CC.9-10.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- CC.9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- CC.9-10.RI.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter From Birmingham Jail"), including how they address related themes and concepts.

Writing

Text Types and Purposes

- CC.9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CC.9-10.W.1.a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- CC.9-10.W.1.b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- CC.9-10.W.1.c Use words, phrases, and clauses 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.9-10.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.9-10.W.1.e Provide a concluding statement or section that follows from and supports the argument presented.
- CC.9-10.W.2 Write informative/explanatory texts to examine and

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

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.

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.

convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CC.9-10.W.2.a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CC.9-10.W.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CC.9-10.W.2.c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CC.9-10.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.

CC.9-10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

CC.9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.9-10.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.)

CC.9-10.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

CC.9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain

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.

2.1.5 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 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

6. Technology Operations and Concepts

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

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

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.

the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

CC.9-10.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.9-10.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 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.9-10.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.9-10.SL.1.d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CC.9-10.SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.9-10.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Idea

CC.9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the

by completing products to express learning.

2.3.1 Connect understanding to the real world.

2.3.2 Consider diverse and global perspectives in drawing conclusions.

2.3.3 Use valid information and reasoned conclusions to make ethical decisions.

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

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

2.4.3 Recognize new knowledge and understanding.

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.

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.

line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
 CC.9-10.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

Knowledge of Language

CC.9-10.L.3.a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use

CC.9-10.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, or its etymology.

CC.9-10.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).

Reading in History/Social Studies

Key Ideas and Details

CC.9-10.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CC.9-10.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CC.9-10.RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

CC.9-10.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

CC.9-10.RH.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis

CC.9-10.RH.6 Compare the point of view of two or more authors for

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.

3.3.1 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.

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.

how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

- C.9-10.RH.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CC.9-10.RH.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.
- CC.9-10.RH.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Reading in Science and Technical Subjects

Key Ideas and Details

- CC.9-10.RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- CC.9-10.RST.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- CC.9-10.RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.

Integration of Knowledge and Ideas

- CC.9-10.RST.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- CC.9-10.RST.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
- CC.9-10.RST.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

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

Text Types and Purposes

- 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.
- 4.1.6 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, 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
- 4.4.4 Interpret new information based on cultural and social context.
- 4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.

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.

- CC.9-10.WHST.1 Write arguments focused on discipline-specific content.
- CC.9-10.WHST.1.a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- CC.9-10.WHST.1.b Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- CC.9-10.WHST.1.c Use words, phrases, and clauses 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.9-10.WHST.1.e Provide a concluding statement or section that follows from or supports the argument presented.
- CC.9-10.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- CC.9-10.WHST.2.a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- CC.9-10.WHST.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- CC9-10WHST.2.c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- CC9-10WHST.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- CC9-10WHST.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.
- CC.9-10.WHST.2.f Provide a concluding statement or section that follows from and supports the information or explanation

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.

presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

CC.9-10.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.9-10.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.9-10.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

CC.9-10.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.9-10.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.9-10.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.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.6 Make inferences and justify conclusions from sample surveys, experiments, and observational studies. Evaluate reports based on data.*

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.

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.

9th GRADE

<p>Standard 4</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>
	<ul style="list-style-type: none"> A. Use both text and visuals to understand literature B. Select a book for a specific purpose C. Distinguish between different types and elements of literature D. Analyze and understand information presented creatively in various nontextual formats E. Seek information related to personal interests F. Select resources and materials based on interest, need, and appropriateness
	<p>LIBRARY OBJECTIVES</p>
	<ul 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. Reinforce mastery of literary elements 6. Participate in discussions about literature to share opinions and responses 7. Refine 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

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.

COMMON CORE STANDARDS

AASL STANDARDS FOR
THE 21ST CENTURY
LEARNER

NETS-S

Reading Literature**Key Ideas and Details**

CC.9-10.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.

CC.9-10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC.9-10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

CC.9-10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CC.9-10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CC.9-10.RL.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

CC.9-10.RL.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

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.

1.1.4 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.

1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry.

1.2.1 Display initiative and engagement by posing questions and investigating

1. Creativity and Innovation

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

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

3. Research and Information Fluency

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

a. plan strategies to guide inquiry.
b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

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

4. Critical Thinking, Problem Solving, and Decision Making

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

a. identify and define authentic problems and significant questions for investigation.

b. plan and manage activities to develop a

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.

Range of Reading and Level of Text Complexity

CC.9-10.RL.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

Reading Informational Text**Key Ideas and Details**

CC. 9-10.RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

CC.9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CC.9-10.RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

CC.9-10.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

CC.9-10.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

CC.9-10.RI.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter From Birmingham Jail"), including how they address related themes and concepts.

Range of Reading and Level of Text Complexity

the answers beyond the collection of superficial facts.

1.2.3 Demonstrate creativity by using multiple resources and formats.

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

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

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

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

1.3.2 Seek divergent perspectives during information gathering and assessment.

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

1.3.5 Use information technology responsibly.

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

1.4.3 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

solution or complete a project.

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

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

5. Digital Citizenship

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

Students:

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

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

c. demonstrate personal responsibility for lifelong learning.

d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

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

a. understand and use technology systems.

b. select and use applications effectively and productively.

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.

CC.9-10.RI.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Writing

Research to Build and Present Knowledge

CC.9-10.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.9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.9-10.W.9.a Apply grades 9–10 Reading standards to literature(e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

CC.9-10.W.9.b Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Speaking and Listening

Comprehension and Collaboration

CC.9-10.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 9–10 topics, texts, and issues,

from information and apply knowledge to curricular areas, real world situations, and further investigations.

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.

2.3.1 Connect understanding to the real world.

2.3.2 Consider diverse and global perspectives in drawing conclusions.

2.3.3 Use valid information and reasoned conclusions to make ethical decisions.

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

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

2.4.3 Recognize new knowledge and

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.

building on others' ideas and expressing their own clearly and persuasively.

CC.9-10.SL.1.c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Presentation of Knowledge and Idea

CC.9-10.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)

Reading in History/Social Studies

Craft and Structure

CC.9-10.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CC.9-10.RH.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Reading in Science and Technical Subjects

Craft and Structure

CC.9-10.RST.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Integration of Knowledge and Ideas

CC.9-10.RST.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Range of Reading and Level of Text Complexity

CC.9-10.RST.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently

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

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.

3.1.3 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.

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

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.

3.3.6 Use information and knowledge in

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.

Research to Build and Present Knowledge

CC.9-10.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

- the service of democratic values.
- 3.3.7 Respect the principles of intellectual freedom.
- 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.
- 4.1.8 Use creative and artistic formats to express personal learning.
- 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

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.

expressing an interest in various literary genres.

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

4.3.3 Seek opportunities for pursuing personal and aesthetic growth.

4.4.1 Identify own areas of interest.

4.4.2 Recognize the limits of own personal knowledge.

4.4.3 Recognize how to focus the efforts in personal learning.

4.4.4 Interpret new information based on cultural and social context.

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

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

9th GRADE

<p><u>Standard 5</u></p> <p>Understand and practice Internet safety when using any electric 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 comprehend AUPs, privacy policies, and terms of use
---	--

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.

COMMON CORE STANDARDS	AASL STANDARDS FOR THE 21ST CENTURY LEARNER	NETS-S
<p>Reading Informational Text <i>Integration of Knowledge and Ideas</i> CC.9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>Writing <i>Production and Distribution of Writing</i> CC.9-10.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p><i>Research to Build and Present Knowledge</i> CC.9-10.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.</p> <p>CC.9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p> <p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.3 Develop and refine a range of questions to frame 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>1.1.8 Demonstrate mastery of technology tools to access information and</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>Speaking and Listening <i>Comprehension and Collaboration</i> CC.9-10.SL.1 Initiate and participate effectively in a range of</p>		

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.

collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.9-10.SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.9-10.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Idea

CC.9-10.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

Vocabulary Acquisition and Use

CC.9-10.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, or its etymology.

Reading in History/Social Studies

Key Ideas and Details

CC.9-10.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Integration of Knowledge and Ideas

CC.9-10.RH.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

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

Text Types and Purposes

CC.9-10.WHST.2.a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions;

pursue inquiry.

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.

1.3.5 Use information technology responsibly.

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

1.4.3 Monitor gathered information and assess for gaps or weaknesses.

1.4.4 Seek appropriate help when

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.

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.

include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Production and Distribution of Writing

CC.9-10.WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

CC.9-10.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.9-10.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Functions

Interpreting Functions

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.*

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 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

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.

- (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.
- 3.1.2 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.
- 3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
- 3.3.5 Contribute to the exchange of ideas within and beyond the learning community.
- 3.3.7 Respect the principles of intellectual freedom.
- 3.4.2 Assess the quality and effectiveness of the learning product.
- 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.

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.

- 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.
- 4.3.1 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.