

## NJASL Standards Comparison Chart

The chart on these pages is intended to show the alignment among those standards of particular relevance to New Jersey School Library Media programs. These standards include:

- *The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.* © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. <http://www.corestandards.org/>
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- *Partnership for 21<sup>st</sup> Century Skills* <http://www.p21.org/>
- *National Educational Technology Standards for Students, Second Edition,* ©2007, ISTE® (International Society for Technology in Education), [www.iste.org](http://www.iste.org). All rights reserved.  
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## Standards Comparison Chart: NJCCCS/Common Core English; AASL; ISTE NETS; P21

New Jersey Core Curriculum Content Standards/Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects	AASL Standards for the 21st-Century Learner	Partnership for 21st-Century Skills	National Educational Technology Standards and Performance Indicators for Students
<b>RL-Reading Standards for Literature</b>			
<p><i>College and Career Readiness Standards for Reading</i> Key Ideas and Details (1 – 3) Craft and Structure (4-6) Integration of Knowledge and Ideas (7-9) Range and Level of Text Complexity (10)</p> <p>Common Core State Standards can be found at: <a href="#">Common Core State Standards</a></p>	<p><i>Learners use skills, resources, &amp; tools to</i> 1 Inquire, think critically, and gain knowledge 2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge 3 Share knowledge and participate ethically and productively as members of our democratic society 4 Pursue personal and aesthetic growth</p> <p>Complete AASL Standards and Indicators are at: <a href="#">AASL Standards for the 21<sup>st</sup> Century Learner</a></p>	<p>Learning and Innovation Skills (L &amp; I) Information, Media and Technology Skills (I, M &amp; T) Life and Career Skills (L &amp; C)</p> <p>To view the complete P21 skills please visit this web site: <a href="#">P21</a></p>	<p>1 Creativity and Innovation 2 Communication and Collaboration 3 Research and Information Fluency 4 Critical Thinking, Problem Solving, and Decision Making 5 Digital Citizenship 6 Technology Operations and Concepts</p> <p>To view ISTE NETS-S standards, please visit this web site: <a href="#">ISTE NETS-S</a></p>
<p>RL Gr. 9/10-1 Cite the evidence in the text that most strongly supports a specific analysis of what the text says explicitly as well as inferences drawn from the text.</p> <hr/> <p>RL Gr. 11/12-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.</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. 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p>	<p>L &amp; I – Critical Thinking and Problem Solving Exercising sound reasoning in understanding Framing, analyzing and synthesizing information in order to solve problems and answer questions L &amp; I – Communication and Collaboration Articulating thoughts and ideas clearly and effectively through speaking and writing</p>	<p>3.b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>4.c. Collect and analyze data to identify solutions and/or make informed decisions.</p> <p>4.d. Use multiple processes and diverse perspectives to explore alternative solutions.</p>
<p>RL Gr. 9/10-2 Analyze in detail the development and refinement of a theme or central idea in a text, including how it emerges and how it is shaped and refined by specific details.</p>	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness for needs, importance, and social and cultural context. 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information. 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence. 2.4.1 Determine how to act on information (accept, reject, modify).</p>	<p>I, M &amp; T – Information Literacy: Evaluate information critically and competently.</p> <p>Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>	<p>3.b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>4.c. Collect and analyze data to identify solutions and/or make informed decisions.</p>

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RL Gr. 11/12-2 Analyze how multiple themes or central ideas in a text interact, build on, and, in some cases, conflict with one another.			
RL Gr. 9/10-3 Analyze how complex characters, including those with conflicting motivations or divided loyalties, develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness for needs, importance, and social and cultural context. 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.	I, M & T – Information Literacy: Evaluate information critically and competently.  Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.	3.b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.  4.c. Collect and analyze data to identify solutions and/or make informed decisions.
RL Gr. 11/12-3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).			
RL Gr. 9/10-4 Evaluate how an author's use of language, including formality of diction, shapes meaning and tone in a text (e.g., how the language evokes a sense of time and place, how it sets a formal or informal tone).	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. 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.	L & I – Critical Thinking and Problem Solving:  Effectively analyze and evaluate evidence, arguments, claims and beliefs.  Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.	3.b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.  4.c. Collect and analyze data to identify solutions and/or make informed decisions.
RL Gr. 11/12-4 Analyze in detail the condensed language of poems (or particularly rich language use in a narrative or drama), determining how specific word choices and multiple meanings shape the impact and tone.			4.d. Use multiple processes and diverse perspectives to explore alternative solutions.
RL Gr. 9/10-5 Analyze how an author structures a text, orders events within it (e.g., parallel plots), and manipulates time (e.g., pacing) to create mystery, tension, or surprise.	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.	L & I – Critical Thinking and Problem Solving  Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.	3.b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
RL Gr. 11/12-5 Analyze how an author's choices concerning how to structure a text (e.g., electing at what point to begin or end a story) shape the meaning of the text.			

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<p>RL Gr. 9/10-6 Analyze a case in which the author's work takes a position or stance on a social issue or other topic and describe how the author carries out that purpose.</p> <hr style="border-top: 1px dashed black;"/> <p>RL Gr. 11/12-6 Analyze an author's use of satire, sarcasm, irony, understatement, or other means that requires a reader to understand various layers of meaning in a text.</p>	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness for needs, importance, and social and cultural context.</p> <p>1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.</p>	<p>L &amp; I – Critical Thinking and Problem Solving</p> <p>Effectively analyze and evaluate evidence, arguments, claims and beliefs.</p> <p>Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>	<p>3.b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>4.c. Collect and analyze data to identify solutions and/or make informed decisions.</p>
<p>RL Gr. 9/10-7 Compare and contrast the representation of a subject or a key scene in two different artistic mediums (e.g., Auden's "Musée de Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).</p> <hr style="border-top: 1px dashed black;"/> <p>RL Gr. 11/12-7 Compare and contrast multiple interpretations of a drama or story (e.g., recorded or live productions), distinguishing how each version interprets the source text. (This includes at least one play by Shakespeare as well as one play by an American dramatist.)</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>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	<p>L &amp; I – Critical Thinking and Problem Solving</p> <p>Exercising sound reasoning in understanding</p> <p>Framing, analyzing and synthesizing information in order to solve problems and answer questions.</p>	<p>2a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media;</p> <p>2b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.</p> <p>4c. Collect and analyze data to identify solutions and/or make informed decisions.</p> <p>4d. Use multiple processes and diverse perspectives to explore alternative solutions.</p>
<p>RL Gr. 9/10-9 Analyze a wide range of nineteenth- and early-twentieth-century foundational works of American literature, comparing and contrasting approaches to similar ideas or themes in two or more texts from the same period.</p> <hr style="border-top: 1px dashed black;"/> <p>RL Gr. 11/12-9 Analyze how an author draws on and transforms fictional source material in a specific work (e.g., how Shakespeare draws on a story from Ovid or how a later author draws on a play by Shakespeare).</p>	<p>2.1.3. Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.</p>	<p>L &amp; I – Critical Thinking and Problem Solving</p> <p>Use various types of reasoning (inductive, deductive, etc. as appropriate to the situation.</p> <p>-Interpret information and draw conclusions based on the best analysis.</p> <p>L &amp; I – Information Literacy</p> <p>Use information accurately and creatively for the issue or problem at hand.</p>	<p>3.b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>4c. Collect and analyze data to identify solutions and/or make informed decisions.</p>

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<p>RL Gr. 9-10 Read literature independently, proficiently, and fluently in the grades 9–10 text complexity band; read texts at the high end of the range with scaffolding as needed.</p> <p>-----</p> <p>RL Gr. 10-10 Read literature independently, proficiently, and fluently in the grades 9–10 text complexity band; read “stretch” texts in the grades 11–CCR text complexity band with scaffolding as needed.</p> <p>-----</p> <p>RL Gr. 11-10 Read literature independently, proficiently, and fluently in the grades 11– CCR text complexity band; read texts at the high end of the range with scaffolding as needed.</p> <p>-----</p> <p>RL Gr. 12-10 Read literature independently, proficiently, and fluently in the grades 11– CCR text complexity band; read “stretch” texts in the Beyond CCR text complexity band with scaffolding as needed.</p>	<p>4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.</p> <p>4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.</p>	<p>L &amp; C – Initiative &amp; Self-Direction</p> <p>Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise</p> <p>Demonstrating commitment to learning as a lifelong process.</p>	
<b>RI-Reading Standards for Informational Text</b>			
<p>RI Gr. 9/10-1 Cite evidence in the text that most strongly supports a specific analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>-----</p> <p>RI Gr. 11/12-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</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>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p>	<p>L &amp; I – Critical Thinking and Problem Solving</p> <p>Exercising sound reasoning in understanding Framing, analyzing and synthesizing information in order to solve problems and answer questions</p> <p>L &amp; I – Communication and Collaboration</p> <p>Articulating thoughts and ideas clearly and effectively through speaking and writing</p>	<p>4. Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:</p> <p>c. Collect and analyze data to identify solutions and/or make informed decisions;</p>

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<p>RI Gr. 9/10-2 Analyze in detail the development and refinement of a central idea in a text, including how it emerges and is shaped and refined by specific details.</p> <hr style="border-top: 1px dashed black;"/> <p>RI Gr. 11/12-2 Analyze how multiple ideas in a text interact.</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>L &amp; I – Critical Thinking and Problem Solving Exercising sound reasoning in understanding Framing, analyzing and synthesizing information in order to solve problems and answer questions</p>	<p>4. Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: c. Collect and analyze data to identify solutions and/or make informed decisions;</p>
<p>RI Gr. 9/10-3 Analyze the interactions between and among ideas and events, including how ideas and events influence one another.</p> <hr style="border-top: 1px dashed black;"/> <p>RI Gr. 11/12-3 Analyze in detail an author's ideas by describing how the ideas are developed and refined by specific sentences.</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. 1.3.2 Seek divergent perspectives during information gathering and assessment.</p>	<p>L &amp; I – Critical Thinking and Problem Solving Exercising sound reasoning in understanding Understanding the interconnections among systems Framing, analyzing and synthesizing information in order to solve problems and answer questions</p>	<p>4. Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: c. Collect and analyze data to identify solutions and/or make informed decisions; d. Use multiple processes and diverse perspectives to explore alternative solutions.</p>
<p>RI Gr. 9/10-4 Evaluate how an author's use of language, including formality and type of diction, shapes meaning and tone in a text (e.g., the formality of a court opinion or a newspaper).</p> <hr style="border-top: 1px dashed black;"/> <p>RI Gr. 11/12-4 Interpret how an author uses and refines the meaning of a key term or terms over the course of a text (e.g. how Madison defines <i>faction</i> in Federalist No. 10 and No. 51).</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>L &amp; I – Critical Thinking and Problem Solving Exercising sound reasoning in understanding Understanding the interconnections among systems Framing, analyzing and synthesizing information in order to solve problems and answer questions</p>	

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<p>RI Gr. 9/10-5 Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging</p> <p>-----</p> <p>RI Gr. 11/12-5 Analyze how an author's choices concerning how to structure a text (e.g. how reasons, evidence, and information are organized and emphasized) shape the meaning of the text.</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>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p>	<p>L &amp; I – Critical Thinking and Problem Solving Exercising sound reasoning in understanding Framing, analyzing and synthesizing information in order to solve problems and answer questions</p> <p>L &amp; I – Communication and Collaboration Articulating thoughts and ideas clearly and effectively through speaking and writing</p>	<p>4. Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:</p> <p>c. Collect and analyze data to identify solutions and/or make informed decisions;</p> <p>d. Use multiple processes and diverse perspectives to explore alternative solutions.</p>
<p>RI Gr. 9/10-6 Analyze documents of historical and literary significance, including foundational U.S. documents (e.g., the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights) for their premises, purposes, and structure.</p> <p>-----</p> <p>RI Gr. 11/12-6 Analyze how various authors express different points of view on similar events or issues (e.g., <i>The Federalist</i>, landmark U.S. Supreme Court majority opinions and dissents).</p>	<p>1.1.2 Use prior and background knowledge as a context for new learning.</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>1.3.2 Seek divergent perspectives during information gathering and assessment.</p> <p>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</p> <p>4.4.4 Interpret new information based on cultural and social context.</p>	<p>L &amp; I – Critical Thinking and Problem Solving Exercising sound reasoning in understanding Identifying and asking significant questions that clarify various points of view and lead to better solutions</p> <p>Framing, analyzing and synthesizing information in order to solve problems and answer questions</p> <p>L &amp; C – Initiative &amp; Self-Direction Monitoring one's own understanding and learning needs</p> <p>Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise</p> <p>Demonstrating commitment to learning as a lifelong process.</p>	<p>4. Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:</p> <p>c. Collect and analyze data to identify solutions and/or make informed decisions;</p> <p>d. Use multiple processes and diverse perspectives to explore alternative solutions.</p>
<p>RI Gr. 9/10-7 Synthesize information presented in different formats (e.g., text, video, multimedia) to generate a coherent understanding of an issue.</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>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	<p>L &amp; I – Critical Thinking and Problem Solving</p> <p>Communication and Collaboration: Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.</p> <p>Information Literacy: Manage the flow of information from a wide variety of sources.</p>	<p>1.c. Use models and simulations to explore complex systems and issues.</p>

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RI Gr. 11/12-7 Synthesize and apply multiple sources of information presented in different formats in order to address a question or solve a problem.	See previous page	See previous page	See previous page
RI Gr. 9/10-8 Assess the truth of an argument's explicit and implicit premises by determining whether the evidence presented in the text justifies the conclusions.	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.	I, M & T – Information Literacy Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand	3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
RI Gr. 11/12-8 Evaluate the reasoning and rhetoric that support an argument or explanation.			
RI Gr. 9/10-9 Analyze how authors argue with or otherwise respond to one another's ideas or accounts of key events, evaluating the strength of each author's interpretation.	1.1.2 Use prior and background knowledge as a context for new learning. 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. 1.3.2 Seek divergent perspectives during information gathering and assessment. 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading. 4.4.4 Interpret new information based on cultural and social context.	L & I – Critical Thinking and Problem Solving Exercising sound reasoning in understanding Identifying and asking significant questions that clarify various points of view and lead to better solutions Framing, analyzing and synthesizing information in order to solve problems and answer questions L & C – Initiative & Self-Direction Monitoring one's own understanding and learning needs Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise Demonstrating commitment to learning as a lifelong process.	4. Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: c. Collect and analyze data to identify solutions and/or make informed decisions; d. Use multiple processes and diverse perspectives to explore alternative solutions.
RI Gr. 11/12-9 Synthesize explanations and arguments from diverse sources to provide a coherent account of events or ideas.			
RI Gr. 9-10 Read informational text independently, proficiently, and fluently in the grades 9–10 text complexity band; read texts at the high end of the range with scaffolding as needed.	4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres. 4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.	L & C – Initiative & Self-Direction Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise Demonstrating commitment to learning as a lifelong process.	
RI Gr. 10-10 Read informational text independently, proficiently, and fluently in the grades 9–10 text complexity band; read "stretch" texts in the grades 11–CCR text complexity band with scaffolding as needed.			



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RI Gr. 11-10 Read informational text independently, proficiently, and fluently in the grades 11–CCR text complexity band; read texts at the high end of the range with scaffolding as needed.	See previous page	See previous page	
RI Gr. 12-10 Read informational text independently, proficiently, and fluently in the grades 11–CCR text complexity band; read “stretch” texts in the Beyond CCR text complexity band with scaffolding as needed.			
<b>W-Writing Standards</b>			
<i>College and Career Readiness Standards for Writing</i> Text Types and Purposes (1-3) Production and Distribution of Writing (4-6) Research to Build and Present Knowledge (7-9) Range of Writing (10)			

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<p>W Gr.9/10-1 Write arguments which they:                      a. Introduce a precise claim, distinguish it from alternate or opposing claims, and provide an organization that establishes clear relationships among the claim, reasons, and evidence.                      b. Develop a claim and counterclaim fairly, supplying evidence for each, while pointing out the strengths of their own claim and the weaknesses of the counterclaim.                      c. Use precise words, phrases, and clauses to make clear the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.                      d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience's knowledge of the issue.                      e. Provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation.</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.                      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.                      3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	<p>L &amp; I – Creativity and Innovation                      Developing, implementing and communicating new ideas to others                      L &amp; I – Critical Thinking and Problem Solving                      Exercising sound reasoning in understanding Understanding the interconnections among systems                      Framing, analyzing and synthesizing information in order to solve problems and answer questions                      L &amp; I – Communication and Collaboration                      Articulating thoughts and ideas clearly and effectively through speaking and writing</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.                      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:                      b. communicate information and ideas effectively to multiple audiences using a variety of media and formats                      3. Research and Information Fluency                      Students apply digital tools to gather, evaluate, and use information. Students:                      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.</p>

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<p>W Gr. 11/12-1 1. Write arguments in which they:</p> <p>a. Introduce a substantive claim, establish its significance, distinguish it from alternate or opposing claims, and create an organization so that claims, reasons, and evidence are purposefully and logically sequenced.</p> <p>b. Develop a claim and counterclaim thoroughly and fairly, supplying the most relevant evidence, while pointing out the strengths of their own claim and the weaknesses of the counterclaim.</p> <p>c. Use precise words, phrases, and complex syntax to make explicit the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.</p> <p>d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience's knowledge, values, and possible biases.</p> <p>e. Provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation.</p>	See previous page	See previous page	See previous page

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<p>W Gr. 9/10-2 Write informative /explanatory texts in which they:</p> <p>a. Introduce a topic and organize information under broader concepts and categories to make clear the connections and distinctions between key ideas appropriate to the purpose; include formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to clarify ideas.</p> <p>b. Develop a complex topic through well-chosen, relevant, and sufficient facts, concrete details, quotations, extended definitions, or other information and examples.</p> <p>c. Use varied transitions and sentence structures to create cohesion, clarify information and ideas, and link major sections in the text.</p> <p>d. Use precise language and domain-specific and technical wording (when appropriate) to manage the complexity of the topic in a style that responds to the specific discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a conclusion that follows logically from the information or explanation provided and articulates the implications or significance of the topic.</p>	<p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	<p>L &amp; I – Creativity and Innovation Developing, implementing and communicating new ideas to others</p> <p>L &amp; I – Critical Thinking and Problem Solving Exercising sound reasoning in understanding Understanding the interconnections among systems</p> <p>Framing, analyzing and synthesizing information in order to solve problems and answer questions</p> <p>L &amp; I – Communication and Collaboration Articulating thoughts and ideas clearly and effectively through speaking and writing</p> <p>I, M &amp; T – Information Literacy Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand</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: b. communicate information and ideas effectively to multiple audiences using a variety of media and formats;</p> <p>3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: 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;</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 decision 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.</p>

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<p>W Gr. 11/12-2 2. Write informative/explanatory texts in which they:</p> <p>a. Introduce a complex topic and organize the information at multiple levels of the text so that each new piece of information builds on that which precedes it to create a unified whole; include formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to clarify ideas.</p> <p>b. Thoroughly develop aspects of a complex topic through the purposeful selection of the most significant and relevant facts, concrete details, quotations, extended definitions, or other information and examples.</p> <p>c. Use varied transitional devices and sentence structures to create cohesion, clarify complex ideas, and link the major sections of the text.</p> <p>d. Use precise language, domain-specific and technical wording (when appropriate), and techniques such as metaphor, simile, and analogy to manage the complexity of the topic in a style that responds to the specific discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a well-developed conclusion that follows logically from the information or explanation provided and articulates the implications or significance of the topic.</p>	See previous page	See previous page	See previous page
<p>W Gr. 9/10-3 Write narratives in which they:</p> <p>a. Engage the reader by establishing a problem, situation, or observation and purposefully organize a progression of events or experiences.</p> <p>b. Develop narrative elements (e.g., setting, event sequence, complex characters) with well-chosen, revealing details.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise language to develop a picture of how the events, experiences, and ideas emerge and unfold.</p> <p>e. Provide a satisfying conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.</p>	<p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>1.4.3 Monitor gathered information, and assess for gaps or weaknesses.</p> <p>1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.</p> <p>2.4.2 Reflect on systematic process, and assess for completeness of investigation.</p> <p>3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.</p> <p>3.4.2 Assess the quality and effectiveness of the learning product.</p> <p>4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.</p>	<p>L &amp; I – Creativity and Innovation Developing, implementing and communicating new ideas to others</p> <p>L &amp; I – Communication and Collaboration Articulating thoughts and ideas clearly and effectively through speaking and writing</p> <p>L &amp; C – Initiative &amp; Self-Direction Monitoring one's own understanding and learning needs Demonstrating initiative to advance skill levels towards a professional level</p> <p>L &amp; C – Productivity &amp; Accountability Setting and meeting high standards and goals for delivering quality work on time</p>	<p>3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students:</p> <p>a. plan strategies to guide inquiry.</p> <p>b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks</p> <p>d. process data and report results.</p>

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<p>W Gr. 11/12-3. Write narratives in which they:</p> <p>a. Engage the reader by establishing the significance of a problem, situation, or observation and purposefully organize events or experiences.</p> <p>b. Develop narrative elements (e.g., setting, stance, event sequence, complex characters) with purposefully selected details that call readers' attention to what is most distinctive or worth noticing.</p> <p>c. Use a variety of techniques to build toward a particular impact (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise language to develop the events, experiences, and ideas clearly and to reinforce the style.</p> <p>e. Provide a satisfying conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.</p>	See previous page	See previous page	See previous page
<p>W Gr. 9/10-4 Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for this standard are defined in Standards 1–3 above.)</p> <hr/> <p>Gr. 11/12-4 Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for this standard are defined in Standards 1–3 above.)</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p>	<p>L &amp; C Initiative &amp; Self Direction</p> <p>Demonstrating initiative to advance skill levels towards a professional level</p> <p>Defining, prioritizing and completing tasks without direct oversight</p> <p>Utilizing time efficiently and managing workload</p>	<p>3. Research and Information Fluency</p> <p>Students apply digital tools to gather, evaluate, and use information. Students:</p> <p>a. plan strategies to guide inquiry.</p> <p>b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks</p> <p>d. process data and report results.</p>

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<p>W Gr. 9/10-5 Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific task and context.</p> <hr style="border-top: 1px dashed black;"/> <p>W Gr. 11/12-5 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.</p>	<p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>1.4.3 Monitor gathered information, and assess for gaps or weaknesses.</p> <p>1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.4.2 Reflect on systematic process, and assess for completeness of investigation.</p> <p>3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.</p> <p>3.4.2 Assess the quality and effectiveness of the learning product.</p> <p>4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.</p>	<p>L &amp; I – Creativity and Innovation Developing, implementing and communicating new ideas to others</p> <p>L &amp; I – Communication and Collaboration Articulating thoughts and ideas clearly and effectively through speaking and writing</p> <p>L &amp; C – Initiative &amp; Self-Direction Monitoring one's own understanding and learning needs</p> <p>Demonstrating initiative to advance skill levels towards a professional level</p> <p>L &amp; C – Productivity &amp; Accountability Setting and meeting high standards and goals for delivering quality work on time</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.</p>

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<p>W Gr. 9/10-6 Use technology, including the Internet, to produce, publish, and collaborate on a shared writing product, incorporating diverse and sometimes conflicting feedback.</p> <hr style="border-top: 1px dashed black;"/> <p>W Gr. 11/12-6 Demonstrate command of technology, including the Internet, to produce, publish, and update work in response to ongoing feedback, including fresh arguments or new information.</p>	<p>1.3.1 Respect copyright/intellectual property rights of creators and producers.                      1.3.3 Follow ethical and legal guidelines in gathering and using information.                      1.3.4 Contribute to the exchange of ideas within the learning community.                      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.                      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.                      3.3.5 Contribute to the exchange of ideas within and beyond the learning community.                      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>I, M &amp; T – Information Literacy                      Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information                      I, M &amp; T – ICT Literacy                      Using digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy                      Using technology as a tool to research, organize, evaluate and communicate information, and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information                      L &amp; C – Social &amp; Cross-Cultural                      Leveraging the collective intelligence of groups when appropriate                      Bridging cultural differences and using differing perspectives to increase innovation and the quality of work                      L &amp; C – Leadership &amp; Responsibility                      Leveraging strengths of others to accomplish a common goal                      Demonstrating integrity and ethical behavior</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                      c. develop cultural understanding and global awareness by engaging with learners of other cultures.                      5. Digital Citizenship                      Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:                      b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.                      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.</p>



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<p>W Gr. 9/10-7 Perform short, focused research projects and more sustained research; synthesize multiple sources on a subject to answer a question or solve a problem.</p>	<p>1.1.3 Develop and refine a range of questions to frame the search for new understanding.            1.1.4 Find, evaluate, and select appropriate sources to answer questions.            1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.            1.2.7 Display persistence by continuing to pursue information to gain a broad perspective.            2.2.4 Demonstrate personal productivity by completing products to express learning.            2.4.4 Develop directions for future investigations.</p>	<p>L &amp; I – Creativity and Innovation            Developing, implementing and communicating new ideas to others            L &amp; I Critical Thinking and Problem Solving            Identifying and asking significant questions that clarify various points of view and lead to better solutions            Framing, analyzing and synthesizing information in order to solve problems and answer questions            I, M &amp; T – Information Literacy            Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand            L &amp; C – Flexibility &amp; Adaptability            Working effectively in a climate of ambiguity and changing priorities            L &amp; C – Initiative &amp; Self-Direction            Monitoring one's own understanding and learning needs            Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise            Demonstrating initiative to advance skill levels towards a professional level</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, 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.            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.</p>
<p>W Gr. 11/12-7 Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem.</p>			

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<p>W Gr. 9/10-8 Assemble evidence gathered from authoritative print and digital sources; assess the credibility and accuracy of the information and its strengths and limitations in terms of answering the research question; and integrate selected information into the text, avoiding overreliance on any one source and following a standard format for citation.</p> <hr/> <p>W Gr. 11/12-8 Analyze evidence gathered from multiple authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task, purpose, and audience; and integrate selected information into the text, following a standard format for citation.</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.  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.</p>	<p>L &amp; I – Critical Thinking and Problem Solving  Exercising sound reasoning in understandings  Framing, analyzing and synthesizing information in order to solve problems and answer questions  L &amp; I – Communication and Collaboration  Articulating thoughts and ideas clearly and effectively through speaking and writing  I, M &amp; T – Information Literacy  Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand  Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information</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, 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.</p>
<p>W Gr. 9/10-9 Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.  a. Apply <i>grades 9–10 reading standards</i> to literature (e.g., “Analyze a wide range of nineteenth- and early-twentieth-century foundational works of American literature, comparing and contrasting approaches to similar ideas or themes in two or more texts from the same period.”).  b. Apply <i>grades 9–10 reading standards</i> to literary nonfiction (e.g., “Assess the truth of an argument’s explicit and implicit premises by determining whether the evidence presented in the text justifies the conclusions”).</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.  2.2.4 Demonstrate personal productivity by completing products to express learning.</p>	<p>L &amp; C Initiative &amp; Self Direction  Demonstrating initiative to advance skill levels towards a professional level  Defining, prioritizing and completing tasks without direct oversight  Utilizing time efficiently and managing workload</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, synthesize, and ethically use information from a variety of sources and media.  c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks</p>

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<p>W Gr. 11/12-9 Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.</p> <p>a. Apply <i>grades 11–12 reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms fictional source material, such as how Shakespeare draws on a story from Ovid, or a later author draws on Shakespeare”).</p> <p>b. Apply <i>grades 11–12 reading standards</i> to literary nonfiction (e.g., “Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing the relevance and sufficiency of evidence and identifying false statements or fallacious reasoning”).</p>			
<p>W Gr. 9/10-10 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.</p> <hr style="border-top: 1px dashed black;"/> <p>W Gr. 11/12-10 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.</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p>	<p>L &amp; C Initiative &amp; Self Direction</p> <p>Demonstrating initiative to advance skill levels towards a professional level</p> <p>Defining, prioritizing and completing tasks without direct oversight</p> <p>Utilizing time efficiently and managing workload</p>	<p>3. Research and Information Fluency</p> <p>Students apply digital tools to gather, evaluate, and use information. Students:</p> <p>a. plan strategies to guide inquiry.</p> <p>b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks</p>
<b>SL-Speaking and Listening Standards</b>			
<p><i>College and Career Readiness Standards for Speaking and Listening</i></p> <p>Comprehension and Collaboration (1-3)</p> <p>Presentation of Knowledge and Ideas (4-6)</p>			

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<p>SL Gr. 9/10-1 Initiate and participate effectively in group discussions on <i>grades 9–10 topics, texts, and issues</i> being studied in class.</p> <p>a. Prepare for discussions by reading and researching material under study and explicitly draw on that preparation in discussions.</p> <p>b. Cooperate with peers to set clear goals and deadlines and to establish roles.</p> <p>c. Build on essential information from others' input by asking questions and sharing comments that enrich discussions.</p> <p>d. Acknowledge the ideas and contributions of others in the group, reach decisions about the information and ideas under discussion, and complete the task.</p>	<p>3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.</p> <p>3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.</p> <p>3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.</p> <p>3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.</p> <p>3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</p> <p>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.</p> <p>4.3.1 Participate in the social exchange of ideas, both electronically and in person.</p>	<p>L &amp; I Creativity and Innovation Being open and responsive to new and diverse perspectives</p> <p>L &amp; I Critical Thinking and Problem Solving Identifying and asking significant questions that clarify various points of view and lead to better solutions</p> <p>L &amp; I Communication and Collaboration Demonstrating ability to work effectively with diverse teams Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal</p> <p>Assuming shared responsibility for collaborative work</p> <p>L &amp; C Initiative &amp; Self Direction Monitoring one's own understanding and learning needs Defining, prioritizing and completing tasks without direct oversight Utilizing time efficiently and managing workload</p> <p>L &amp; C Social &amp; Cross-Cultural Working appropriately and productively with others Leveraging the collective intelligence of groups when appropriate Bridging cultural differences and using differing perspectives to increase innovation and the quality of work</p> <p>L &amp; C Leadership &amp; Responsibility Using interpersonal and problem-solving skills to influence and guide others toward a goal Leveraging the strengths of others to accomplish a common goal</p>	<p>2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:</p> <p>a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media</p> <p>b. communicate information and ideas effectively to multiple audiences using a variety of media and formats</p> <p>c. develop cultural understanding and global awareness by engaging with learners of other cultures.</p> <p>d. contribute to project teams to produce original works or solve problems.</p>

<p><b>New Jersey Core Curriculum Content Standards/Common Core State Standards for English Language Arts &amp; Literacy in History/Social Studies, Science and Technical Subjects</b></p>	<p><b>AASL Standards for the 21st-Century Learner</b></p>	<p><b>Partnership for 21st-Century Skills</b></p>	<p><b>National Educational Technology Standards and Performance Indicators for Students</b></p>
<p>SL Gr. 11/12-1 Initiate and participate effectively in group discussions on <i>grades 11–12 topics, texts, and issues</i> being studied in class.</p> <p>a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions.</p> <p>b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views).</p> <p>c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions.</p> <p>d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task.</p> <p>e. Evaluate whether the team has met its goals.</p>	<p>See previous page</p>	<p>See previous page</p>	<p>See previous page</p>
<p>SL Gr. 9/10-2 Synthesize information presented visually or multimodally with other information presented orally, noting any discrepancies between the data that emerge as a result.</p> <hr style="border-top: 1px dashed black;"/> <p>SL Gr. 11/12-2 Integrate multiple streams of data presented through various mediums, evaluating the reliability and credibility of each source of information in order to answer questions, solve problems, or build knowledge.</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>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p>	<p>L &amp; I Critical Thinking and Problem Solving Exercising sound reasoning in understanding Understanding the interconnections among systems Framing, analyzing and synthesizing information in order to solve problems and answer questions I, M &amp; T Media Literacy Understanding how media messages are constructed, for what purposes and using which tools, characteristics and conventions Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors</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, synthesize, and ethically use information from a variety of sources and media. 4. Critical thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: c. collect and analyze data to identify solutions and/or make informed decisions. d. use multiple processes and diverse perspectives to explore alternative solutions.</p>

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<p>SL Gr. 9/10-3 Determine a speaker's or presenter's position or point of view by assessing the evidence, word choice, points of emphasis, and tone used.</p> <hr/> <p>SL Gr. 11/12-3 Evaluate the information conveyed and rhetoric used by a speaker or presenter, identifying logical errors in reasoning and exaggerated or distorted evidence.</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.                      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.                      2.1.4 Use technology and other information tools to analyze and organize information.                      2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.                      2.4.1 Determine how to act on information (accept, reject, modify).                      2.1.4 Use technology and other information tools to analyze and organize information.</p>	<p>L &amp; I Critical Thinking and Problem Solving                      Exercising sound reasoning in understanding Understanding the interconnections among systems                      Framing, analyzing and synthesizing information in order to solve problems and answer questions                      I, M &amp; T Media Literacy                      Understanding how media messages are constructed, for what purposes and using which tools, characteristics and conventions                      Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors</p>	<p>4. Critical thinking, Problem Solving, and Decision Making                      Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.                      Students:                      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.</p>
<p>SL Gr. 9/10-4 Plan and deliver relevant and sufficient evidence in support of findings and claims such that listeners can follow the reasoning, adjusting presentation to particular audiences and purposes.</p> <hr/> <p>SL Gr. 11/12-4 Plan and deliver focused and coherent presentations that convey clear and distinct perspectives such that the line of reasoning and sources of support are clear and alternative perspectives are addressed, adjusting presentation to particular audiences and purposes.</p>	<p>2.1.2 Organize knowledge so that it is useful.                      3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.                      3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.</p>	<p>L &amp; I Creativity and Innovation                      Developing, implementing and communicating new ideas to others                      L &amp; I Critical Thinking and Problem Solving                      Exercising sound reasoning in understanding Making complex choices and decisions                      Understanding the interconnections among systems                      Framing, analyzing and synthesizing information in order to solve problems and answer questions                      L &amp; I Communication and Collaboration                      Articulating thoughts and ideas clearly and effectively through speaking and writing.</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:                      b. communicate information and ideas effectively to multiple audiences using a variety of media and formats</p>

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<p>SL Gr. 9/10-5 Plan and deliver relevant and sufficient evidence in support of findings and claims such that listeners can follow the reasoning, adjusting presentation to particular audiences and purposes.</p> <hr style="border-top: 1px dashed black;"/> <p>SL Gr. 11/12-5 Make strategic use of digital media elements and visual displays of data to enhance understanding.</p>	<p>2.1.2 Organize knowledge so that it is useful.                      3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.                      3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p>	<p>L &amp; I Creativity and Innovation                      Demonstrating originality and inventiveness in work                      Developing, implementing and communicating new ideas to others                      L &amp; I Communication and Collaboration                      Articulating thoughts and ideas clearly and effectively through speaking and writing                      I, M &amp; T Media Literacy                      Understanding how media messages are constructed, for what purposes and using which tools, characteristics and conventions                      I, M &amp; T ICT Literacy                      Using digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy                      Using technology as a tool to research, organize, evaluate and communicate information, and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information</p>	<p>2. Communication and Collaboration                      Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:                      b. communicate information and ideas effectively to multiple audiences using a variety of media and formats</p>
<p>SL Gr. 9/10-6 Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.</p> <hr style="border-top: 1px dashed black;"/> <p>SL Gr. 11/12-6 Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.                      4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	<p>L &amp; I Creativity and Innovation                      Demonstrating originality and inventiveness in work                      Developing, implementing and communicating new ideas to others                      L &amp; I Communication and Collaboration                      Articulating thoughts and ideas clearly and effectively through speaking and writing</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:                      b. communicate information and ideas effectively to multiple audiences using a variety of media and formats</p>
<p><b>ELA Literacy in History/Social Studies</b></p>			

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<p>RH Gr. 9/10-1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>-----</p> <p>RH Gr. 11/12-1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</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>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p>	<p>L &amp; I – Critical Thinking and Problem Solving Exercising sound reasoning in understanding Framing, analyzing and synthesizing information in order to solve problems and answer questions</p> <p>L &amp; I – Communication and Collaboration Articulating thoughts and ideas clearly and effectively through speaking and writing</p>	
<p>RH Gr. 9/10-2 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.</p> <p>-----</p> <p>RH Gr. 11/12-2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</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>L &amp; I – Critical Thinking and Problem Solving Exercising sound reasoning in understanding Framing, analyzing and synthesizing information in order to solve problems and answer questions</p>	
<p>RH Gr. 9/10-6 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.</p> <p>-----</p> <p>RH Gr. 11/12-6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</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>I, M &amp; T – Media Literacy Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors.</p>	
<p>RH Gr. 9/10-7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</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>4.3.2 Recognize that resources are created for a variety of purposes.</p>	<p>I, M &amp; T – Information Literacy Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand</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: b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.</p>



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<p>RH Gr. 11/12-7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<p>See previous page</p>	<p>See previous page</p>	<p>See previous page</p>
<p>RH Gr. 9/10-8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>-----</p> <p>RH Gr. 11/12-8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p>	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness for needs, importance, and social and cultural context.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p>	<p>I, M &amp; T – Information Literacy                      Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand</p> <p>I, M &amp; T – Media Literacy                      Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors.</p>	<p>3. Research and Information Fluency                      Students apply digital tools to gather, evaluate, and use information. Students:                      b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media</p>
<p>RH Gr. 9/10-9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>-----</p> <p>RH Gr. 11/12-9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</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>4.3.2 Recognize that resources are created for a variety of purposes.</p>	<p>I, M &amp; T – Information Literacy                      Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand</p> <p>I, M &amp; T – Media Literacy                      Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors.</p>	<p>3. Research and Information Fluency                      Students apply digital tools to gather, evaluate, and use information. Students:                      b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media</p>
<p>RH Gr. 9/10-10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p>	<p>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</p>		

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<p>RH Gr. 11/12-10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.</p>	<p>See previous page</p>		
<p><b>ELA Literacy in Science &amp; Technical Subjects</b></p>			
<p>RST Gr. 9/10-1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</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. 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p>	<p>L &amp; I – Critical Thinking and Problem Solving Exercising sound reasoning in understanding Framing, analyzing and synthesizing information in order to solve problems and answer questions L &amp; I – Communication and Collaboration Articulating thoughts and ideas clearly and effectively through speaking and writing</p>	
<p>RST Gr. 11/12-1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p>			
<p>RST Gr. 9/10-2 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.</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>L &amp; I – Critical Thinking and Problem Solving Exercising sound reasoning in understanding Framing, analyzing and synthesizing information in order to solve problems and answer questions</p>	
<p>RST Gr. 11/12-2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p>			
<p>RST Gr. 9/10-7 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.</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. 4.3.2 Recognize that resources are created for a variety of purposes.</p>	<p>I, M &amp; T – Information Literacy Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand</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: b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.</p>

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<p>RST Gr. 11/12-7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>			
<p>RST Gr. 9/10-8 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.</p>	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness for needs, importance, and social and cultural context.                      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.                      1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.                      2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.                      2.4.1 Determine how to act on information (accept, reject, modify).</p>	<p>I, M &amp; T – Information Literacy                      Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand                      I, M &amp; T – Media Literacy                      Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors.</p>	<p>3. Research and Information Fluency                      Students apply digital tools to gather, evaluate, and use information. Students:                      b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media</p>
<p>RST Gr. 11/12-8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p>			
<p>RST Gr. 9/10-9 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.</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>I, M &amp; T – Media Literacy                      Understanding how media messages are constructed, for what purposes and using which tools, characteristics and conventions.                      Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors.</p>	<p>3. Research and Information Fluency                      Students apply digital tools to gather, evaluate, and use information. Students:                      b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media</p>
<p>RST Gr. 11/12-9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>			
<p>RST Gr. 9/10-10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.</p>	<p>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.</p>		

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RST Gr. 11/12-10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.			
<b>Writing Standards for History/Social Studies, Science, and Technical Subjects</b>			
<p>WHST Gr.9/10-1 Write arguments focused on discipline-specific content.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>2.3.3 Use valid information and reasoned conclusions to make ethical decisions.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	<p>L &amp; I – Creativity and Innovation Developing, implementing and communicating new ideas to others</p> <p>L &amp; I – Communication and Collaboration Articulating thoughts and ideas clearly and effectively through speaking and writing</p>	<p>1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:</p> <p>a. apply existing knowledge to generate new ideas, products, or processes.</p> <p>b. create original works as a means of personal or group expression.</p>

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<p>WHST Gr. 11/12-1 Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	See previous page	See previous page	See previous page

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<p>WHST Gr.9/10-2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>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.</p> <p>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>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.</p> <p>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.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	<p>L &amp; I – Creativity and Innovation Developing, implementing and communicating new ideas to others</p> <p>L &amp; I – Communication and Collaboration Articulating thoughts and ideas clearly and effectively through speaking and writing</p> <p>I, M &amp; T – Information Literacy Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand</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>3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: a. plan strategies to guide inquiry. b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks d. process data and report results.</p> <p>4. Critical thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: c. collect and analyze data to identify solutions and/or make informed decisions.</p>

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<p>WHST Gr. 11/12-2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>	<p>See previous page</p>	<p>See previous page</p>	<p>See previous page</p>
<p>WHST Gr.9/10-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <hr style="border-top: 1px dashed black;"/> <p>WHST Gr. 11/12-4 Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p>	<p>L &amp; C Initiative &amp; Self Direction</p> <p>Demonstrating initiative to advance skill levels towards a professional level</p> <p>Defining, prioritizing and completing tasks without direct oversight</p> <p>Utilizing time efficiently and managing workload</p>	<p>3. Research and Information Fluency</p> <p>Students apply digital tools to gather, evaluate, and use information. Students:</p> <p>c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks</p> <p>d. process data and report results.</p>

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<p>WHST Gr.9/10-5 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.</p> <hr style="border-top: 1px dashed black;"/> <p>WHST Gr. 11/12-5 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.</p>	<p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>1.4.3 Monitor gathered information, and assess for gaps or weaknesses.</p> <p>3.4.2 Assess the quality and effectiveness of the learning product.</p> <p>1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.</p>	<p>L &amp; I – Creativity and Innovation                      Developing, implementing and communicating new ideas to others                      Being open and responsive to new and diverse perspectives                      L &amp; I – Communication and Collaboration                      Articulating thoughts and ideas clearly and effectively through speaking and writing                      L &amp; C – Initiative &amp; Self-Direction                      Monitoring one's own understanding and learning needs                      Demonstrating initiative to advance skill levels towards a professional level                      L &amp; C – Social &amp; Cross Cultural                      Leveraging the collective intelligence of groups when appropriate                      Bridging cultural differences and using differing perspectives to increase innovation and the quality of work                      L &amp; C – Productivity &amp; Accountability                      Setting and meeting high standards and goals for delivering quality work on time                      L &amp; C – Leadership &amp; Responsibility                      Leveraging strengths of others to accomplish a common goal</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.</p>



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<p>WHST Gr.9/10-6 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>1.3.4 Contribute to the exchange of ideas within the learning community.                  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.                  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.                  3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</p>	<p>I, M &amp; T – ICT Literacy                  Using digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy                  Using technology as a tool to research, organize, evaluate and communicate information, and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information                  L &amp; C – Social &amp; Cross-Cultural                  Leveraging the collective intelligence of groups when appropriate                  Bridging cultural differences and using differing perspectives to increase innovation and the quality of work                  L &amp; C – Leadership &amp; Responsibility                  Leveraging strengths of others to accomplish a common goal</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                  c. develop cultural understanding and global awareness by engaging with learners of other cultures.                  5. Digital Citizenship                  Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:                  b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.                  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.</p>
<p>WHST Gr. 11/12-6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>			

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<p>WHST Gr.9/10-7 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>1.1.3 Develop and refine a range of questions to frame the search for new understanding. 1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. 1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</p> <p>1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.</p> <p>1.2.7 Display persistence by continuing to</p>	<p>L &amp; I – Creativity and Innovation Developing, implementing and communicating new ideas to others L &amp; I Critical Thinking and Problem Solving Identifying and asking significant questions that clarify various points of view and lead to better solutions Framing, analyzing and synthesizing information in order to solve problems and answer questions I, M &amp; T – Information Literacy Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand L &amp; C – Flexibility &amp; Adaptability Working effectively in a climate of ambiguity and changing priorities L &amp; C – Initiative &amp; Self-Direction Monitoring one's own understanding and learning needs Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise Demonstrating initiative to advance skill levels towards a professional level</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, 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. 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.</p>

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<p>WHST Gr. 11/12-7 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>(Continued from previous page)</p> <p>2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.</p> <p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	<p>See previous page</p>	<p>See previous page</p>

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<p>WHST Gr.9/10-8 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>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.</p> <p>1.3.1 Respect copyright/ intellectual property</p> <p>rights of creators and producers.</p> <p>1.3.3 Follow ethical and legal guidelines in gathering and using information.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by</p>	<p>L &amp; I – Critical Thinking and Problem Solving Exercising sound reasoning in understandings Framing, analyzing and synthesizing information in order to solve problems and answer questions</p> <p>L &amp; I – Communication and Collaboration Articulating thoughts and ideas clearly and effectively through speaking and writing</p> <p>I, M &amp; T – Information Literacy Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand</p> <p>Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information</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"> <li>plan strategies to guide inquiry.</li> <li>locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</li> <li>evaluate and select information sources and digital tools based on the appropriateness to specific tasks</li> <li>process data and report results.</li> </ol> <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"> <li>identify and define authentic problems and significant questions for investigation.</li> <li>plan and manage activities to develop a solution or complete a project.</li> <li>collect and analyze data to identify solutions and/or make informed decisions.</li> </ol> <p>5. Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:</p> <ol style="list-style-type: none"> <li>advocate and practice safe, legal, and responsible use of information and technology.</li> <li>exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.</li> <li>demonstrate personal responsibility for lifelong learning.</li> <li>exhibit leadership for digital citizenship.</li> </ol>

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<p>WHST Gr. 11/12-8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>See previous page</p>	<p>See previous page</p>	<p>See previous page</p>
<p>WHST Gr.9/10-9 Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.</p> <p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p> <p>2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.</p> <p>2.2.4 Demonstrate personal productivity by completing products to express learning.</p> <p>2.4.2 Reflect on systematic process, and assess for completeness of investigation.</p>	<p>L &amp; I – Critical Thinking and Problem Solving Exercising sound reasoning in understandings Framing, analyzing and synthesizing information in order to solve problems and answer questions L &amp; I – Communication and Collaboration Articulating thoughts and ideas clearly and effectively through speaking and writing I, M &amp; T – Information Literacy Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand</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, synthesize, and ethically use information from a variety of sources and media. c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks</p>

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WHST Gr. 11/12-9 Draw evidence from informational texts to support analysis, reflection, and research.			
WHST Gr.9/10-10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 2.2.4 Demonstrate personal productivity by completing products to express learning.	L & C Initiative & Self Direction Demonstrating initiative to advance skill levels towards a professional level Defining, prioritizing and completing tasks without direct oversight Utilizing time efficiently and managing workload	3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks
WHST Gr. 11/12-10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			